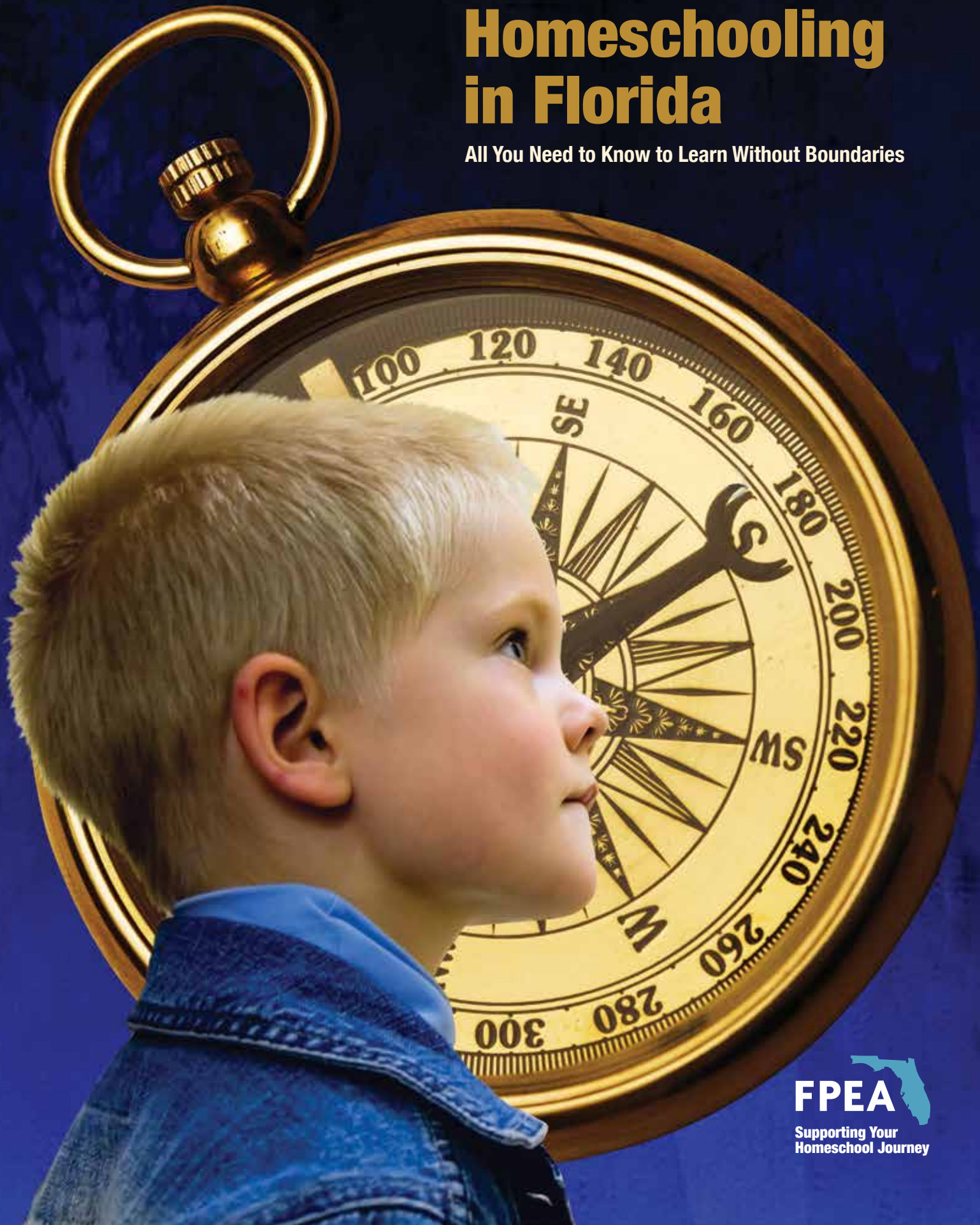


# Guide to Homeschooling in Florida

2013-14 Edition

All You Need to Know to Learn Without Boundaries





# FPEA Florida Home



**T**he FPEA supports your homeschool journey through purposeful information, practical direction, personal engagement and positive encouragement. We work to ensure that all families have the freedom to learn without boundaries, doing so through a statewide convention, regional and local conferences, and other events.

The annual Convention is a place for celebration of the end of your homeschool

year and for inspiration for the year ahead. The 17,000-plus attendees make the four-day event over Memorial Day weekend one of the largest and best homeschool conventions in the country. With over 130 workshops and hundreds of exhibitor booths, the Convention is more than able to equip you for your homeschool journey. And best of all, everything takes place in the comfort of the luxurious Gaylord Palms Resort. Visit [www.fpea.com](http://www.fpea.com) and click on Convention & Events for the latest Convention information.

## Leaders Forum

Local homeschool leaders (both current and potential) draw renewed pre-Convention vision through the annual FPEA Leaders Forum. This full day of speakers and activities inspires, encourages

and equips leaders to meet the needs of homeschool families throughout the year. Attendees receive private early entrance into the Convention exhibit hall.

## Exhibit Hall

Imagine a super-sized mall where all the stores are homeschool-related. That's the Convention exhibit hall — your place to shop till you drop, homeschool-style. If you are new to homeschooling or if you're a first-time Convention attendee, be sure to visit the Mentoring Moms booth in the exhibit hall, where experienced homeschool moms can answer your questions and help you make the most of your experience.



# Homeschool Convention

## Speakers

Along with keynote messages, choose from 130 lectures and workshops that best meet your needs. Speakers address a wide range of topics designed to meet a variety of homeschool needs.

## Programs and Fun for Children

If you plan to bring your children to the Convention, there's plenty going on just for them. Two age-appropriate, faith-based programs will be held all day Friday and Saturday. For those not participating in either the children's program or the teen track, Gaylord Palms Resort offers an irresistible mix of activities — family-friendly movies on the big screen in the hotel atrium are only the beginning!

## Graduation Weekend

Finally, no homeschool journey would be complete without graduating seniors. At the FPEA Statewide Graduation Ceremony, held the morning after the official end of the Convention, nearly 300 home-educated high school seniors walk the aisle in the celebration of the completion of their homeschool program. The ceremony is just one part of a memorable weekend of events and activities planned just for the seniors, their parents and their families.

## Can't Wait for 2014 — Can You?

Plans for the 2014 Convention are already underway. Beginning in December 2013, details for 2014 will be available — visit [www.fpea.com](http://www.fpea.com) and click on Convention & Events so you don't miss a thing!

## Legislative Events

The FPEA plans statewide and regional events to help let the united voice of homeschoolers be heard. Attendees meet with representatives and celebrate the legal freedom to educate their children at home. The events include distinct features designed to meet the diverse needs of Florida homeschoolers. Please visit [www.fpea.com](http://www.fpea.com) and click on Convention & Events for the latest information on legislative events for 2013 and beyond.



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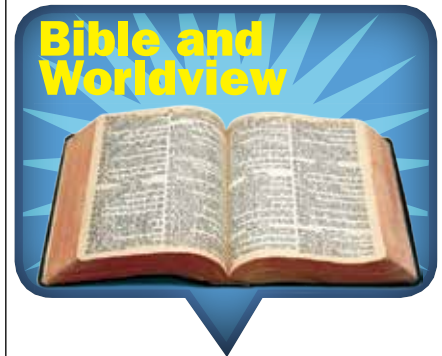
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The information outlined in this manual is current as of publication. Though it is believed to be legally accurate, it is for informational purposes and not meant as legal advice. To clarify the status of any legal information, contact your FPEA District Director (see page 23) or local homeschool group leader.

# How to Legally Homeschool in Florida

Home education is one of five ways to satisfy Florida's compulsory-attendance law. Statute 1003.01 (13) gives parents the choice of achieving regular school attendance through one of these provisions:

- Public school
- Parochial, religious or denominational school
- Nontraditional private school
- Home-education program
- Private tutoring program

Four of these options are in the private sector — ultimately parents choose the setting, curriculum, opportunities and educational experiences. In all cases, a child turning 6 before February 1 of the school year is subject to compulsory attendance and must attend school regularly the entire year.

### Home-Education Program Florida Statute 1002.41

Under this statute, parents who choose to teach and direct the education of their own children at home must notify their district school superintendent and meet all requirements of this law. The child must show educational progress each year. Students registered with the school district are, by law, home education students. The parent must keep a portfolio rather than records of instructional hours or days of attendance each year. More information begins on page 10.

### Non-Public Schools Florida Statute 1003.23 (2)

Parents may choose to register their children in a private school (parochial, religious, denominational or nontraditional). The school is responsible for keeping at-

tendance records and enrollment registers. Students enrolled in these schools, even if taught by their parents at home, are private school students. More information about nontraditional private schools, designed to assist parents in teaching their children at home, begins on page 25.

### Private Tutoring Program Florida Statute 1002.43

Parents may choose to hire a private tutor to educate their children. The law requires a tutor to hold a Florida certificate in the grades and subjects in which instruction is given. These students, even though taught at home, are private school students. More information may be found on page 28.

### How Do I Comply With the Home Education Law?

By definition, a home-education program is “sequentially progressive instruction of a student directed by his or her parent in order to satisfy the requirements of Statute 1003.21 and 1002.41.”

The parent is not required to be a certified teacher or have any educational qualifications. As the parent, you are the primary instructor for, and supervisor of, your child's education. Supplementary instruction through other activities is permissible and encouraged, including extracurricular athletic or music activities, Florida Virtual School, part-time enrollment at a public or private school, or dual enrollment in a college or university.

People often ask if it is legal to teach other people's children. If someone else becomes a child's primary instructor and directs the child's education whether in the home or not, and if the instruction takes place daily and consistently, then the instructor must hold a valid Florida teaching certificate in the subjects and





This article is based on material originally published in *An Orientation to Homeschooling in Florida* by Vicky Goodchild.

grades being taught. Legally, this type of teaching falls under private tutoring (see page 28). However, this does not preclude someone with primary responsibility for the child from home-educating the child. The definition of “parent” in Statute 1000.21(5) “is either or both parents of a student, any guardian of a student, or any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent.”

## Your Six Responsibilities

### A Summary of Your Six Responsibilities According to the Law

Essentially, six stipulations must be followed to comply with the law:

- Send a notice of intent to your district school superintendent.
- Maintain a portfolio of records.
- Make your portfolio available for inspection by the superintendent upon 15 days’ written notice.
- Submit an annual evaluation for each child to the superintendent.
- Preserve your child’s portfolio for two years.
- Submit a letter of termination upon completion of your home-education program, upon enrollment in a public or private school, or upon moving from the county.

Let’s look at your responsibilities in greater detail.

### 1. Submitting Your Notice of Intent

Your written notice of intent must include each of the following:

- Name of each child (age 6-16)
- Birthdate of each child named
- Address
- A parent’s signature

The notice must be filed in your district school superintendent’s office within 30 days of beginning your home-education program. It is wise to do this immediately after establishing your program, especially if you are withdrawing your child from a public or private school, to ensure avoiding truancy allegations. Send your notice return-receipt requested to prove it reached its destination. Though there is no official form that must be submitted, a link to a downloadable sample notice of intent may be found on page 131. Simply write or type the information, then send it to your superintendent’s office.

### Compulsory Attendance Age

According to Florida Statute 1003.01 (13), all children ages 6-16 are required to attend school regularly. If your child turns 6 sometime between the beginning of the school year and February 1, that child is required to attend the entire school year, and you are required to notify the superintendent.

In the rare case where your superintendent returns your letter of intent if your child is 5, a conversation with the superintendent about the mandatory kindergarten portion of the law would be appropriate.

When you begin to teach your 6-year-old, you may start with kindergarten, first grade, any other grade or even the continuation of a preschool program. Kindergarten does not necessarily start at age 5; however, in the public school system, if the child turns 5 on or before September 1 of that school year, he may be registered for kindergarten.

It is permissible to teach kindergarten when your child is 5 even though you are not required to register your child with the superintendent or provide an end-of-the-year evaluation.

### Is Kindergarten Mandatory?

Kindergarten is mandatory only if you will be enrolling your child in a public school

for first grade. Placement is determined by the principal, and even if you have documented kindergarten and turned in an evaluation, the principal still can decide to have your child repeat kindergarten.

Unless a parent is absolutely sure the child will be home-educated in first grade, the safest route is to register your child with the county for kindergarten. You would then be required by law to turn in an evaluation for that year. Some school districts will not allow a child to be registered for kindergarten for home education. Check with your school district regarding what process might be used if the child was not home educated for kindergarten and was to be enrolled in a public school for first grade. The school, for example, might assess the child after a month or two and move the child into first grade.

If a child is registered for kindergarten, the school would require proof that your child has satisfactorily completed a kindergarten program, so an evaluation would need to be submitted to the school district. Some private schools may also require this. Entry into any grade beyond first will not require proof of kindergarten but may require demonstration of minimum skills for the grade entered.

## 2. Maintaining Your Portfolio

Your portfolio must contain two parts, the first being documented records. Legally speaking, documented records are “a log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used.” “Contemporaneously with the instruction” means the documentation should occur at the same time as the instruction. This keeps your documentation and materials in chronological order, which aids in the evaluation or inspection process. Since Florida law does not require lessons to be planned or approved in advance,

this allows for more spontaneity in your teaching and for capturing teachable moments.

Sample materials must also be included. The law refers to these as “samples of any writings, worksheets, workbooks or creative materials used or developed by the student.” The following section addresses documented records and sample materials in more detail.

### Your Documented Records: Choosing Your Record-Keeping Style

It is important to choose a style of record keeping that will not only fulfill the law, but also meet your needs based on factors such as time, number of children, and degree of dedication to filling out your log book. No particular style must be followed, so feel free to explore different approaches.

Some families keep only brief notations, or a dated list of educational activities and a dated list of reading materials by title. This would be the bare minimum required by law for this part of your portfolio. Other families prefer to keep detailed records of each subject on each day using a regular teacher’s planning book (available at any school-supply store). Some simply use a calendar and jot down brief accounts of what type of learning takes place each day. Still others keep something more like a daily or weekly journal rather than separating subjects. Any of these forms is acceptable. The point is that as you teach your children, you should be recording their activities and reading materials.





“Activities” include field trips, participation in co-ops, piano lessons, tutored subjects, 4-H activities, science labs, dual enrollment, three-R’s assignments, Scouting, sports activities, etc. It is not necessary to list every single activity or every book being read.

Your entries should be recorded often enough to be considered “contemporaneous with the instruction,” as defined earlier. Keep in mind, though, that the statute was purposely worded so as to keep the log from becoming an attendance register, so do not feel obligated to keep daily records or any specific number of days (see Attendance below).

If you plan to keep a daily log, make your entries daily (five to 10 minutes per day) or at least weekly. Avoid waiting too long, because you will forget many of the spontaneous “goodies” worth mentioning. It is not necessary to teach every subject every day. You just need to teach it often enough to ensure sufficient progress is made by the end of the year. The pace will depend upon your child.

## Attendance

According to Statute 1002.41, home educators are not required to keep attendance or meet “the requirements of a school day as defined in statute 1002.01.” A county or state official cannot require you to keep or show attendance records. The best way to deal with such a request is to ask your FPEA District Director to look into the matter (if necessary, see page 23 for more information on identifying your District Director).

## Your Sample Materials

According to the law, the second part of your portfolio should consist of “samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.”

There are many ways of keeping sample materials, ranging from a large box with everything in it — even sports trophies — to file folders with just a few samples of work from throughout the school year.

Another idea is to use a three-ring binder with pocket dividers (available at any office supply store). You can label each pocket with the subjects to be covered: English, Spelling, Handwriting, Math, Social Studies, Science, Fine Arts / Music / Arts and Crafts, and Miscellaneous, for example. Each day you can simply deposit the work in the front of the appropriate pocket, with the most recent work on top. At the end of the year, you can use a separate notebook for gathering a good sampling of materials for an evaluator in lieu of bringing all the work. Whatever method you adopt to keep your sample materials, remember that they need to be kept in chronological order for ease in showing educational progress. Be sure to put dates on all your work samples.

Another nice addition to your portfolio is a photo album. Since many families are using a more hands-on approach to their schooling and less paperwork, pho-

tos can be sufficient to show that your child either was involved in a creative activity or attended a field trip.

If your child is too young or not ready for writing assignments, allow your child to dictate to you. Keep these papers in the child's folder.

The portfolio can be as elaborate as you want to make it as long as you include the list of dated activities, reading materials and the sample materials. Your portfolio does not need to be, and should not be, a major time-consumer.

There are many advantages to keeping more elaborate records. If you choose to have a Florida-certified teacher interview your child and review the portfolio, a more elaborate portfolio helps that teacher determine your child's progress in relation to his level of ability. Additionally, should the superintendent request to inspect your portfolio, you will feel confident in showing records of a fully developed home-education program. And if you are considering future enrollment for your child in public or private school, a detailed portfolio may assist the principal in determining course credits. It also will be very helpful when you begin to write high school transcripts and apply for college scholarships. Finally, a more detailed log may serve as ready-made lesson plans for younger siblings as they get older.

In whatever manner you keep your portfolio, remember that it is an extension of your personality and style, and should not be allowed to become an undue burden. Experiment and find the correct approach for you.

### 3. MAKING YOUR PORTFOLIO AVAILABLE

Florida law requires you to make your portfolio "available for inspection by the superintendent or the superintendent's agent, upon 15 days' written notice." The superintendent, or his or her agent, is not required to inspect the portfolio as a

matter of routine, but does have the right to inspect it if the 15-day written notice is provided. You are not required to show your portfolio to anyone requesting it without proper notice. The inspection is only to make sure the portfolio is legal; the superintendent cannot evaluate its contents.

### 4. SUBMITTING AN ANNUAL EVALUATION

The law requires an annual educational evaluation, which the parent or guardian must file with the district school superintendent's office. The parent is responsible to ensure the evaluation arrives there. It is suggested you send it certified mail, return-receipt requested. The annual evaluation is due by the anniversary date of the submission of your letter of intent. Nothing in the law requires families to comply with any other date, nor can the local school district enforce an arbitrary deadline.

The following presents a closer look at your evaluation options:

#### Your Five Options for Annual Evaluation

The home-education law provides five evaluation options:

- An individual evaluation by a Florida-certified teacher of your choice.
- Any nationally normed student achievement test administered by a certified teacher of your choice.
- A state student assessment test.
- A psychological evaluation.
- Any other method mutually agreed upon by the parent and the superintendent.

#### Option #1: Individual Evaluation

This is also referred to as a home evaluation, personal evaluation or a teacher evaluation. As the parent or guardian, you select a Florida-certified teacher to review the portfolio and have a discussion with your child, or in some cases,

Another option is to educate your selected evaluator about what the law requires. Consider giving this manual to your evaluator to aid in identifying what is required from both parties. Also, though you may prefer a more objective evaluator, nothing in the law states that a parent certified as a Florida teacher cannot evaluate his or her own child. This also applies to other relatives of your child.

The FPEA has suggestions and guidelines for inexperienced evaluators. Our lists contain evaluators who are experienced and also include bios for each one.

administer a test as an evaluation tool. The FPEA provides lists of evaluators in their areas. This evaluation usually takes place in an informal, home-based setting, utilizing oral screening and possibly written requirements where applicable. When selecting a teacher, make sure you clearly understand how the evaluation will be conducted and what criteria will be applied.

In this option, the portfolio plays a significant role. It may be best to select an evaluator at the beginning of the school year, then determine what the evaluator will look for in the portfolio. This will aid in your decision regarding portfolio style.

The discussion with the child can vary widely from one evaluator to another.

The language of the law is quite vague here. Some evaluators simply talk over the portfolio with the child, while others perform an informal oral screening based on basic skills.

Still others administer formal testing.

Legally, the evaluator looks for evidence of your child's "demonstration of educational progress at a level commensurate with her or his ability." This simply means that the child's progress should equal his ability. This type of evaluation

can be used for any grade level, and especially helps a child experiencing learning disabilities or delays in reading or math skills. This evaluation method is particularly recommended for children in the elementary years who may feel too much pressure from a standardized test, especially one given in a classroom-type setting. It may also be preferred by families that don't wish to place emphasis on test scores or by families that utilize the unschooling approach to education.

Once the evaluating teacher has concluded that your child has demonstrated educational progress, the teacher submits the written evaluation to the parent. If the teacher concludes that your child has not progressed sufficiently, and you do not agree, it is permissible to seek the opinions and evaluations of other certified teachers.

When you obtain the results, you are responsible to submit the written evaluation to your superintendent's office. This written evaluation does not need to be detailed, nor does it need to be on an official form (for a sample, check with your local group or FPEA District Director, or see page 131 for a link to a downloadable sample). The evaluating teacher simply needs to state that he or she has found your child to have progressed at a level commensurate with his or her ability. Make sure you retain a copy of your annual evaluation results.

### Choosing an Evaluator

Make sure your evaluator holds a valid, regular Florida certificate to teach academic subjects at the elementary or secondary level. A teacher certified only through a private association is unacceptable. Certified teachers can evaluate any grade level regardless of the grade level or subjects of their certification.

In general, the best evaluator is one who is either a homeschooler or at least familiar with the philosophy of homeschooling.

This is particularly important if you choose individual evaluation and follow a child-readiness program emphasizing not pressuring your child into a new skill before being ready.

Locating an evaluator requires work. You can check with your local support group, FPEA District Director or homeschooling friends for recommendations. They usually maintain a list of teachers willing to do homeschool evaluations. You can then call each of them to decide which one seems the most compatible with your educational style.

If you are not able to find an evaluator you feel comfortable with, you may want to look for one outside your local area. The evaluator is not required to live in the same county you do.

### **Option #2: Nationally Normed Student Achievement Tests**

These are also referred to as standardized achievement tests. Here are some of the more common tests and the grade levels they cover:

- Iowa Tests of Basic Skills (ITBS) — K-8
- Stanford Achievement Test — K-12
- California Achievement Test (CAT) — K-12
- Metropolitan Achievement Test (MAT) — K-12
- Comprehensive Test of Basic Skills (CTBS) — K-12
- Tests of Achievement and Proficiency (TAP) — 9-12

Some children affectionately call these the “bubble tests.”

You may choose your own administrator for any of these tests, but he or she must be a certified teacher. It is permissible for a relative of the student to administer this test as long as the relative is a certified teacher. Achievement tests may be administered in either a group or a private setting. Some school districts offer testing for a group of homeschoolers for a

fee or within the public school classrooms without charge. In choosing this method, though, you may lose your option of submitting your own copy of the results, as the school may send the scores directly to the superintendent’s office. That office may also retain the scores in the child’s records, especially if the student has been in the school system previously, and the scores will attach to students’ records if they enter the public school system. If you choose your own administrator, the law states that the parent or guardian must file a copy of the evaluation with the district school superintendent.

Group testing by a stranger in an unfamiliar environment can be highly stressful and could result in inaccurate test results. If you feel your child can handle group testing, check with your local group leader or nontraditional private school administrator to see if they offer testing — your child would be with familiar people. In many cases, you do not have to be a member of the group to participate in the testing, but a fee will be charged. Local brick-and-mortar private schools may also offer testing.

If you want your child privately tested, then you need to make arrangements with a certified teacher. You may want the teacher to administer a standardized test as mentioned previously, or an achievement test designed to be administered one student at a time. Private testing may be costlier than group testing because you will have to pay for the test and the administrator’s fee. Group testing is usually set at a “bulk rate.”

The selection of the test used is not determined by the school district in which you live. The law stipulates that you may use “any nationally normed student achievement test.” If you choose this option, you are responsible to send your child’s annual evaluation results to the superintendent’s office. The results may include an evaluation written by a Florida-certified teacher as outlined un-

der the Individual Evaluation option. Or you may choose to send in test scores. Make sure you retain a copy of your annual evaluation results. For a link to a downloadable sample form, see page 131. However, nothing in the law mandates the use of a specific form.

### Test Distributors

The following is a list of sources that sell tests to individuals who meet their criteria. Please contact these companies directly for cost, purchasing and administration requirements.

- Iowa Test of Basic Skills (ITBS)  
University of Oklahoma Evaluation and Testing  
3200 Marshall Ave.  
Norman, OK 73072  
405-325-1971
- ITBS, Stanford Achievement Test (SAT, Cognitive Abilities Test [CogAT])  
Bob Jones University Testing Services

[www.bjupress.com/testing](http://www.bjupress.com/testing)

800-845-5731

BJU does not sell the Stanford 10 test to buyers in Hillsborough County.

- California Achievement Test (CAT)  
Seton Home Study School  
[www.setontesting.com](http://www.setontesting.com)  
540-636-9990
- Comprehensive Test of Basic Skills (CTBS)  
Sycamore Academy  
[www.sycamoretree.com](http://www.sycamoretree.com)  
(link to curriculum and testing)  
800-779-6750
- ITBS, SAT, CogAT  
Triangle Assessments  
[www.HomeSchoolerTests.com](http://www.HomeSchoolerTests.com)  
877-843-8837

### Practice Testing

Many parents have found that practice tests ease the stress related to test-taking.

Practice tests familiarize your child with the test-taking process and educational terms you may not normally use. A few months prior to the test date, you (without the child) should go through the practice test to look for unfamiliar terms and procedures, then include them in your curriculum. It is recommended that the practice test be administered no later than two or three weeks before the actual test date to allow the process to remain fresh in your child's mind.

The best place to locate materials to practice for end-of-the-year standardized testing is to consult your favorite home-education catalog company and search for the testing category.

The following sources provide help with practice testing:

- Scoring High  
Practice tests for the CAT, ITBS and SAT (grades 1-8)

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[debrabell.com/testing-services](http://debrabell.com/testing-services)

- **Test for Success**  
 Prepare for any test; designed to teach testing strategies and reasoning skills for K-8  
 Bob Jones University Testing Services  
[www.bjupress.com/testing](http://www.bjupress.com/testing)  
 800-845-5731
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 Prepare for any test; designed to teach testing strategies and to review material in order to discover weaknesses  
 Bob Jones University Testing Services  
[www.bjupress.com/testing](http://www.bjupress.com/testing)  
 800-845-5731

Consulting your favorite home-education catalog company and searching for the parent helps or testing categories will also provide materials to aid in practicing for end-of-the-year standardized testing. Homeschool magazines and journals frequently advertise various standardized test prep books. The public library may also contain resources that help you better understand and interpret standardized tests.

### **Individual Achievement Testing**

For those homeschoolers who would like to compare standardized test results but do not want to subject their child to a group testing environment, some certified teachers provide individual achievement testing. This option allows you to receive scores from a test designed to be administered to one student at a time.

Evaluators who offer this service provide all the testing materials, as well as set up the location and time. Some of the most commonly used tests are:

- **Wide Range Achievement Test (WRAT)**  
 Kaufman Test of Educational Achievement (KTEA)

Peabody Individual Achievement Test  
 — Revised (PIAT-R)

Check with a local support group, your FPEA District Director or a nontraditional private school (if necessary, see page 23 to identify your district or Director, or visit [www.fpea.com/find-your-district](http://www.fpea.com/find-your-district) to find a local group or school) to learn about evaluators in your area who offer this service.

### **Option #3: State Student Assessment Test**

This option includes such tests as the High School Competency Test (HSCT), Florida Writes and the FCAT (Florida Comprehensive Achievement Test). Some counties may still require an evaluation in other subjects because the FCAT does not test all subjects in all grades. Home-educated students may take these tests at a location and under testing conditions approved by the school district. Homeschoolers' test scores will be collected separately, then sent to the district school superintendent's office, which then forwards the results to the parents. The FCAT was designed to drive the curriculum of public schools; teachers prepare students for the FCAT throughout the school year. If you choose this option, it would be wise to obtain practice tests early in the year to prepare your child for the terminology and the style of questions used.

### **Option #4: Psychological Evaluation**

By law, this option must be performed by a psychologist who holds a "valid active license pursuant to the provisions of Florida Statute 490.003 (7) or (8)." It is the parent's responsibility to submit a copy of the evaluation to the district school superintendent.

### **Option #5: Superintendent/Parent Agreement**

This option provides a way to use eval-

uation methods not covered under the above four options. You would need to contact your local superintendent's office with your proposal and reach a mutual agreement. It is recommended that you obtain this agreement in writing. Other valid measurements can include SAT or ACT scores; grades earned through dual enrollment or Florida Virtual School; or classes taken at public schools, private schools or online.

### **A Few Things to Ask a Potential Evaluator**

- How much experience do you have with evaluations?
- What are your educational credentials?
- Do you have any references I may call?
- Do you have experience with home-schoolers (to discern if "homeschool friendly")?
- What are your criteria for evaluation?
- What will you be looking for/at?
- What will you need from me/my child when we arrive (or when we meet you)?
- How long will our session be?
- What do you charge?

### **The Superintendent's Role Regarding Evaluation Results**

After you send in your child's evaluation, the superintendent is directed by law to "review and accept the results of the annual educational evaluation." When the Florida-certified teacher concludes that your child has progressed sufficiently according to his ability, then the superintendent legally "shall accept" this conclusion, and the report goes into your child's file. However, if your child's evaluation does not indicate sufficient progress, the superintendent will notify you in writing that your child will be on a one-year probation.

During the one-year probation period, you should provide remedial instruction. At the end of that year your child will again be evaluated and must show

sufficient progress according to his ability. If sufficient progress is not shown, your child will no longer be eligible to be registered with the district.

## **5. Preserving Your Records**

According to the law, "the portfolio shall be preserved by the parent for two years." It would be wise to preserve the high school portfolio for longer than two years. You may need to make portions of your portfolio available to admission counselors when beginning post-secondary education.

## **6. Submitting Your Notice of Termination**

If you decide to no longer home-educate under 1002.41, move out of the county, put your child in a public or private school, or your child graduates or completes your home-education program, you must file a notice of termination with the superintendent's office within 30 days of the time you terminate. A notice of termination should include the same student information as the notice of intent. Again, send your notice certified mail, return receipt requested to prove it reached its destination.

For a downloadable sample termination notice, see page 131.

# District School Superintendent Contacts

The 67 counties in Florida serve as individual school districts. Each district superintendent's office has a contact person who is the primary liaison between the district and homeschoolers who register with that district. On this page we've listed by county the address and phone number for school district offices (superintendent names and their corresponding e-mail addresses are not listed because they are much more frequently subject to change). The information would be used for mailing notices of intent and/or termination, as well as any other communication with your district.

This is an example of the format to use for addressing an envelope to your local district (substitute the name of your county and the appropriate address):

Osceola County  
Superintendent's Office  
817 Bill Beck Blvd.  
Kissimmee, FL 34744

Upon contacting the appropriate office, you might be redirected to a different address or phone number for future communications depending on where your contact person's actual office is located. The address for the primary home education liaison is often different than that listed for the superintendent, but mail should reach the proper office (send via certified mail to ensure proper arrival).

**Alachua**  
620 E. University Ave.  
Gainesville, FL 32601  
352-955-7300

**Baker**  
392 South Blvd. E  
MacClenny, FL 32063  
904-259-0401

**Bay**  
1311 Balboa Ave.  
Panama City, FL 32401  
850-767-4100

**Bradford**  
501 W. Washington St.  
Starke, FL 32091  
904-966-6018

**Brevard**  
2700 Judge Fran Jamieson Way  
Viera, FL 32940  
321-633-1000

**Broward**  
600 SE Third Ave.  
Fort Lauderdale, FL 33301  
754-321-2600

**Calhoun**  
20859 Central Ave. E., Room G20  
Blountstown, FL 32424  
850-674-5927

**Charlotte**  
1445 Education Way  
Port Charlotte, FL 33948  
941-255-0808

**Citrus**  
1007 W. Main St.  
Inverness, FL 34450  
352-726-1931



**Clay**

900 Walnut St.  
Green Cove Springs, FL 32043  
904-284-6500

**Collier**

5775 Osceola Trail  
Naples, FL 34109  
239-377-0001

**Columbia**

372 W. Duval St.  
Lake City, FL 32055  
386-755-8000

**Desoto**

P.O. Drawer 2000  
Arcadia, FL 34266  
863-494-4222

**Dixie**

16077 NE 19 Hwy.  
Cross City, FL 32628  
352-498-6131

**Duval**

1701 Prudential Drive  
Jacksonville, FL 32207  
904-390-2000

**Escambia**

75 N. Pace Blvd.  
Pensacola, FL 32505  
850-432-6121

**Flagler**

1769 E. Moody Blvd., Bldg. 2  
Bunnell, FL 32110  
386-437-7526

**Franklin**

85 School Road, Suite 1  
Eastpoint, FL 32328  
850-670-2810

**Gadsden**

35 Martin Luther King Jr. Blvd.  
Quincy, FL 32351  
850-627-9651

**Gilchrist**

310 NW 11th Ave.  
Trenton, FL 32693  
352-463-3200

**Glades**

400 10th St.  
Moore Haven, FL 33471  
863-946-0202

**Gulf**

150 Middle School Road  
Port St. Joe, FL 32456  
850-229-8256

**Hamilton**

4280 SW County Road 152  
Jasper, FL 32052  
386-792-1228

**Hardee**

P.O. Drawer 1678  
Wauchula, FL 33873  
863-773-9058

**Hendry**

P.O. Box 1980  
Labelle, FL 33975  
863-674-4642

**Hernando**

919 N. Broad St.  
Brooksville, FL 34601  
352-797-7001

**Highlands**

426 School St.  
Sebring, FL 33870  
863-471-5555

**Hillsborough**

901 E. Kennedy Blvd., P.O. Box 3408  
Tampa, FL 33602  
813-272-4000

**Holmes**

701 E. Pennsylvania Ave.  
Bonifay, FL 32425  
850-547-9341

**Indian River**

1990 25th St.  
Vero Beach, FL 32960  
772-564-3000

**Jackson**

2903 Jefferson St.  
Marianna, FL 32446  
850-482-1200

**Jefferson**

575 S. Water St.  
Monticello, FL 32344  
850-342-0100

**Lafayette**

363 NE Crawford St.  
Mayo, FL 32066  
386-294-4107

**Lake**

201 W. Burleigh Blvd.  
Tavares, FL 32778  
352-253-6500

**Lee**

2855 Colonial Blvd.  
Fort Myers, FL 33966  
239-334-1102

**Leon**

2757 W. Pensacola St.  
Tallahassee, FL 32304  
850-487-7100

**Levy**

P.O. Drawer 129  
Bronson, FL 32621  
352-486-5231

**Liberty**

12926 NW County, Road 12  
Bristol, FL 32321  
850-643-2275

**Madison**

210 NE Duval Ave.  
Madison, FL 32340  
850-973-5022

**Manatee**

215 Manatee Ave. W.  
Bradenton, FL 34205  
941-708-8770

**Marion**

512 SE Third St.  
Ocala, FL 34471  
352-671-7700

**Martin**

500 E. Ocean Blvd.  
Stuart, FL 34994  
772-219-1200

**Miami-Dade**

1450 NE Second Ave.  
Suite 912  
Miami, FL 33132  
305-995-1430

**Monroe**

241 Trumbo Road  
Key West, FL 33040  
305-293-1400

**Nassau**

1201 Atlantic Ave.  
Fernandina Beach, FL 32034  
904-491-9900

**Okaloosa**

120 Lowery Place SE  
Fort Walton Beach, FL 32548  
850-833-3100

**Okeechobee**

700 SW Second Ave.  
Okeechobee, FL 34974  
863-462-5000

**Orange**

445 W. Amelia St.  
Orlando, FL 32801  
407-317-3209

**Osceola**

817 Bill Beck Blvd.  
Kissimmee, FL 34744  
407-870-4600

**Palm Beach**

3300 Forest Hill Blvd.  
West Palm Beach, FL 33406  
561-434-8000

**Pasco**

7227 Land O' Lakes Blvd.  
Land O' Lakes, FL 34638  
813-794-2000

**Pinellas**

301 4th St. SW  
SW Largo, FL 33770  
727-588-6000

**Polk**

P.O. Box 391  
Bartow, FL 33831  
863-534-0500

**Putnam**

200 S. Seventh St.  
Palatka, FL 32177  
386-329-0602

**St. Johns**

40 Orange St.  
St. Augustine, FL 32084  
904-547-7500

**St. Lucie**

4204 Okeechobee Road  
Fort Pierce, FL 34947  
772-429-3600

**Santa Rosa**

5086 Canal St.  
Milton, FL 32570  
850-983-5000

**Sarasota**

1960 Landings Blvd.  
Sarasota, FL 34231  
941-927-9000

**Seminole**

400 E. Lake Mary Blvd.  
Sanford, FL 32773  
407-320-0000

**Sumter**

2680 W. County Road 476  
Bushnell, FL 33513  
352-793-2315

**Suwannee**

702 Second St. NW  
Live Oak, FL 32064  
386-647-4600

**Taylor**

318 N. Clark St.  
Perry, FL 32347  
850-838-2500

**Union**

55 SW 6th St.  
Lake Butler, FL 32054  
386-496-2045

**Volusia**

200 N. Clara Ave.  
DeLand, FL 32720  
386-734-7190

**Wakulla**

P.O. Box 100  
Crawfordville, FL 32326  
850-926-0065

**Walton**

145 Park St.  
DeFuniak Springs, FL 32435  
850-892-1100

**Washington**

652 Third St.  
Chipley, FL 32428  
850-638-6222

# FPEA District Directors

**F**PEA District Directors serve as volunteer contacts for homeschoolers looking for local groups and as liaisons between homeschoolers and local school districts. Directors are also available to help new groups and provide services such as homeschooling orientations. They also work on your behalf by informing public officials and the general public about the virtues of home education and the legal right to do so.

Here are the e-mail addresses for each district, as well as the counties each district covers. For the most current information about the Directors and their districts, visit [www.fpea.com/find-your-district](http://www.fpea.com/find-your-district).

## District 1

[district1@fpea.com](mailto:district1@fpea.com)

Bay, Calhoun, Escambia, Gulf, Holmes, Jackson, Okaloosa, Santa Rosa, Walton and Washington counties

## District 2

[district2@fpea.com](mailto:district2@fpea.com)

Franklin, Gadsden, Jefferson, Leon, Liberty, Madison, Taylor and Wakulla counties

## District 3

[district3@fpea.com](mailto:district3@fpea.com)

Alachua, Columbia, Dixie, Gilchrist, Hamilton, Lafayette, Levy, Marion and Suwannee counties

## District 4

[district4@fpea.com](mailto:district4@fpea.com)

Baker, Bradford, Clay, Duval, Flagler, Nassau, Putnam, St. Johns and Union counties

## District 5

[district5@fpea.com](mailto:district5@fpea.com)

Citrus, Hernando, Hillsborough, Pasco and Pinellas counties

## District 6

[district6@fpea.com](mailto:district6@fpea.com)

Lake, Seminole, Sumter and Volusia counties

## District 7

[district7@fpea.com](mailto:district7@fpea.com)

Orange County

## District 8

[district8@fpea.com](mailto:district8@fpea.com)

Osceola and Polk counties

## District 9

[district9@fpea.com](mailto:district9@fpea.com)

Charlotte, DeSoto, Hardee, Highlands, Manatee and Sarasota counties

## District 10

[district10@fpea.com](mailto:district10@fpea.com)

Brevard, Indian River, Okeechobee and St. Lucie counties

## District 11

[district11@fpea.com](mailto:district11@fpea.com)

Collier, Glades, Hendry and Lee counties

## District 12

[district12@fpea.com](mailto:district12@fpea.com)

Martin and Palm Beach counties

## District 13

[district13@fpea.com](mailto:district13@fpea.com)

Broward County

## District 14

[district14@fpea.com](mailto:district14@fpea.com)

Miami-Dade and Monroe counties

# How to Find a Support Group

**T**his article was written by Mary Arnold, who served as the chairwoman of her local homeschool support group.

**S**upport groups play an incredibly important role in helping you have a successful home education experience. It's important to pick the support group that best fits you — one that lines up with your family's goals.

There are many different types to choose from, but one thing common to all support groups is that they offer a sense of community and togetherness. Support groups are a safe place to come and have your cup filled with information, inspiration, ideas and encouragement. They are also the vehicle by which you connect with other like-minded individuals. Statistically, you will find that those who plug into their local homeschool community suffer less burn-out. After all, you must keep your cup filled so you can pour out without running dry.

Make sure you do your homework and visit the websites of those support groups that interest you the most (to find listings of all the FPEA-recognized groups statewide, begin at [www.fpea.com/find-your-district](http://www.fpea.com/find-your-district)). You'll want to look at their membership perks and mission statement. Are you

looking for a faith-based group, or would you prefer a more secular approach? Do you want to volunteer your time, or would you rather pay and let others support you? Are you looking for informal fellowship or for more formal meetings? It's important to figure out what's going to help you be the best homeschooler you can be.

Finding a group is not about right or wrong, or better or worse. It's about you choosing a support group that will best help you achieve your goals. Many support groups offer a "one-stop shop," while others act more as a "Welcome Wagon" that simply invites you in and helps you find programs already in place outside their organization.

### Functions of a Typical Support Group

Please note that every group differs, but these things are most common to typical groups:

- Regular meetings
- Newsletters
- Field trips
- Orientations
- Testing/evaluation information
- History and science fairs
- Spelling bees
- Annual talent shows
- Interactive websites
- Used curriculum sales
- Graduation ceremonies
- Proms
- Lending libraries

It's important to do your research before joining any group. The FPEA is here to help point you in the right direction. At [www.fpea.com/find-your-district](http://www.fpea.com/find-your-district), you can identify the counties served by each FPEA district so that you can confirm which district is yours. Support group encouragement is simply a couple of clicks away!





# Nontraditional Private Schools

## An Overview of the Different Types — Florida Statute 1003.23 (2)

Over the past 20 years, many private schools primarily serving homeschool families have been started. These nontraditional private schools have examined the needs of the homeschool community and have found varied ways to meet these needs. Every nontraditional private school in Florida operates differently; no two are exactly the same.

There are many such schools in the state. What key element makes them different? The services they offer and the level of accountability are the distinguishing factors. Various types of schools provide:

### Stability

Some schools keep things very simple. They allow you to use any curriculum you wish, and you report only grades and attendance by a printed form or online. The school keeps records only. Advisors are available but are limited in the scope of their help.

### Accountability

This type of school will require more accountability. It will approve your curriculum and may provide it through your fees. These schools provide academic advisors who guide you and help answer questions about anything pertaining to the school or the curriculum. They will require you to return either some work such as tests or all the work your student has completed in order to verify that the work has been completed. Usually these schools are accredited by an outside agency — thus the reason for more accountability.

### Nontraditional Plus Traditional

Besides the accountability mentioned above, this type offers some traditional private school services. They will offer actual

classes with a teacher for certain subjects, such as math or science, especially for high school students. Sometimes this is done in a co-op manner where the parents actually help teach. Some schools will offer organized sports, music and various extracurricular activities as well. Leagues have been formed in certain places, and some are participating at the state level. Sometimes the school is just a separate division of a larger brick-and-mortar traditional school where students taught at home are incorporated into already existing classes and extracurricular activities.

### Virtual Schools

Virtual schools, where everything is done online, are becoming more available as well. Online teachers are assigned to students, guiding them in their studies and being available to answer questions. The choices available are many. Some schools work only locally within a county, some work over several counties, and some work statewide. There are schools available to you anywhere you live, but the level of services you are looking for may be limited based on their location. Your choice of a school will depend on the level of services and accountability you know is good for you and your student. Make sure that any of these school programs are registered with the state of Florida as a private school. If they are not and you wish to use their services, you will have to register with the local superintendent in order to comply with the law.

### What Are the Advantages?

#### No Direct Contact With State

When you enroll with a nontraditional private school, you do not have to notify your

If you choose a nontraditional private school, you may be expected to pay monthly fees, and you will be accountable for your child's attendance.

local superintendent with a written notice of intent to homeschool. You will have no direct contact with the state. Make sure, though, that the private school is registered with the state.

### **No Maintaining of a Portfolio**

Though still recommended, there will be no requirement to maintain one. The private school will require some level of reporting of work accomplished and attendance records. The school will keep your records and be fully responsible for them.

### **No Submitting of an Annual Evaluation**

Private school students are not required to report to the state concerning any annual achievement testing, FCATs or evaluations. Annual evaluations are still good, but not required. Most private schools offer or require their students to take some form of achievement test or other evaluation. These evaluations are only for the use of the school and the parents.

### **Validating the Work You Have Completed, Providing Transcripts and High School Diplomas**

Private schools must keep records. They give credits for work accomplished during the high school years. They know the credits required to graduate, and upon completion of those required credits, they can issue a standard high school diploma. Not all diplomas are equal, though — make sure the diploma your child is working toward meets the requirements of his future college, military or career plans. Most private schools also advise parents on the requirements to obtain the Florida Bright Futures Scholarship, give guidance in the dual enrollment process, and help in SAT and ACT preparation.

### **What Are the Disadvantages?**

#### **Money**

Usually registration fees, and monthly or

yearly fees, are required for each child enrolled in the school. Registration fees typically cover the school's setup costs for files, record books, testing, and memberships in organizations such as the FPEA. Monthly fees might pay the administrator or principal, as well as cover costs of staffing, equipment purchased for the school (science equipment, videos, audiotapes, magazines and sports equipment), student activities and office supplies.

#### **Autonomy**

Depending on the school, it may require using specific curriculum, "doing" school on certain days, using its defined grading scales, and other requirements.

#### **Extracurricular Activities**

The law does not require public schools to allow individual private-school students to participate in extracurricular activities. Students registered in nontraditional private schools may be excluded from some extracurricular activities unless the school provides them.

#### **Accountability**

This comes through monthly, quarterly or semester reports detailing what days that school was held, and the grades given. Face-to-face accountability is sometimes required as well, perhaps in the form of regular attendance at small-group activities, large-group activities and testing times.

### **How Do I Find a Nontraditional Private School?**

For more information about such schools in your area, begin at [www.fpea.com/find-your-district](http://www.fpea.com/find-your-district) to find listings of FPEA-recognized schools. You can also check with your local homeschool support group.

#### **Questions to Ask**

- How long have you been in existence?
- What doctrinal statements or behavioral standards are required to be signed or lived by? (This may not be as obvi-

ous as it sounds; even non-religious groups have behavioral standards of some sort.)

- What are your fees?
- What resources do you provide?
- How accessible are the resources, office hours, etc.?
- Are your students accepted without further testing by public, private and parochial schools in the area?
- How are communications handled between school and family?
- Do you have a school newsletter?
- Do your workers attend workshops and seminars to keep updated on developments for college prep and private schools?
- Percentage-wise, how many of your families have been enrolled with you for more than five years?
- How is testing handled?
- Is FPEA membership provided?
- How often does the school have face-to-face contact with its students?
- What activities do you provide?
- Which activities are required, and which are optional?
- Do you provide grade books, planning books, school handbooks, etc.?
- How do you store records to keep them fire- and vandal-proof?
- Who has access to your records?
- How long are records kept?
- Do you have a Florida school number?
- How long has each of your staff workers been here?
- Do you conduct criminal background checks on staff workers?
- What are the educational credentials of your staff workers?

#### **And for Those With Students In Grades 7-12:**

- How many of your students are in grades 7-12, and what is their percentage of all students?
- How many students have graduated from your school?
- Do you have written graduation re-

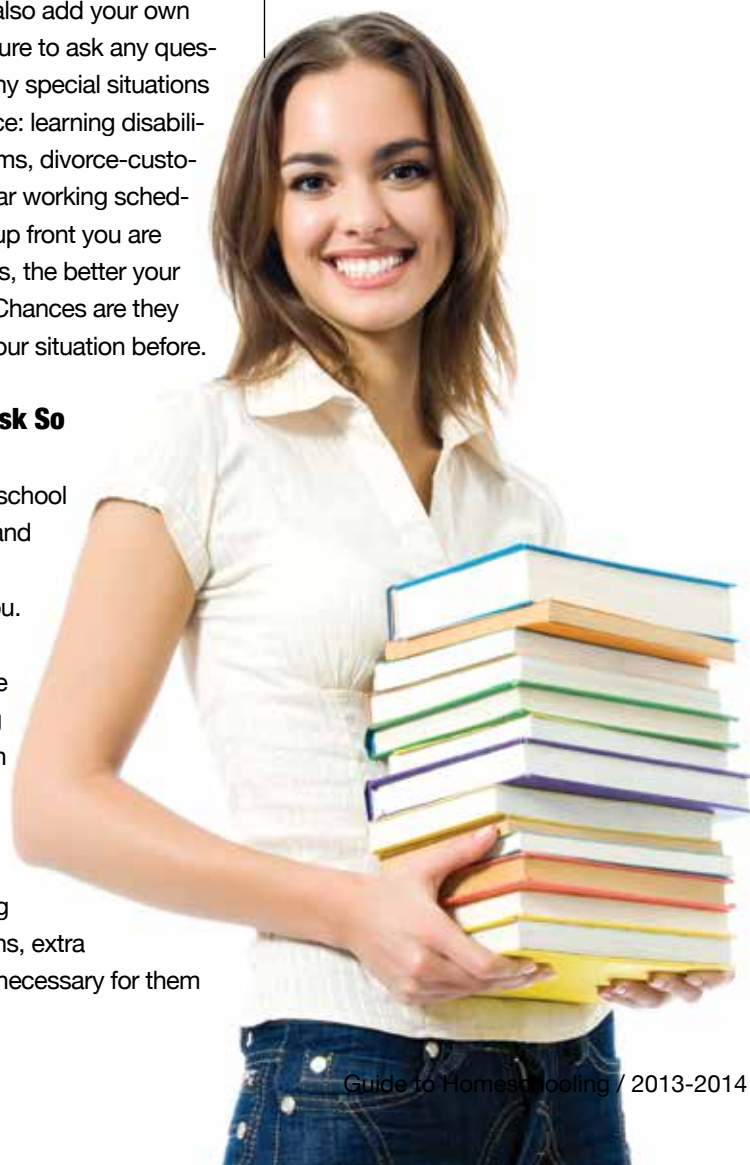
quirements that meet or exceed state requirements for documents bearing the word “diploma”?

- Percentage-wise, how many of your students go on to four-year colleges?
- Does your school have a code number for SAT/ACT testing?
- Is career testing available?
- Is the PSAT / NMSQT available?
- Does the school provide AP testing?
- Does your school have NCAA clearance?
- What assistance do you provide for those who graduate from your program?
- Do you have an articulation agreement with the local community college?
- Do you offer any group classes such as physics, calculus, foreign languages, etc.?
- Do you have any tutorial services in case we can't figure out something in the textbook?

No school will have answers to all these questions. You can also add your own questions. Also be sure to ask any questions pertaining to any special situations your family might face: learning disabilities, physical problems, divorce-custody situations, irregular working schedules, etc. The more up front you are with the staff workers, the better your relationship will be. Chances are they have encountered your situation before.

#### **Why Do Schools Ask So Many Questions?**

Remember that the school is vouching for you and your program, so it must get to know you. Written agreements and information have a way of maintaining clear communication between people. Finally, because of the staff workers' experience in dealing with various situations, extra information may be necessary for them to serve you better.



This article was prepared by Trish Oliva, FPEA Executive Director, and draws on information provided by the Home Education Foundation.

# What About Tutoring?

## Private Tutoring Program — Florida Statute 1002.41

If a parent chooses to enroll his or her child in a private tutoring program, the parent or the tutor must by law “hold a valid Florida teaching certificate to teach the subjects or grades in which instruction is given.” The teacher must “keep all the records and make all the reports required by the state and district school board and make regular reports on the attendance of students in accordance with the provisions of statute 1003.23.”

Legally, this option “requires students be in actual attendance for the minimum length of time prescribed by statute 1002.01 (1).” A private tutoring program is a non-public school with an extremely low enrollment. All the rules and regulations applying to a non-public school also apply to the private tutor. It would be unlikely to find many private tutors certified in all the subject areas required for high school, so most private tutor-

ing programs will probably be for elementary grades.

Since this type of program is not recognized by Florida as home education, your local public school may be able to assist you in locating a program to meet your child’s needs. Professional Tutors of America ([www.professionaltutors.com](http://www.professionaltutors.com)) may be able to provide a full-time tutor in your area. [Tutorsteach.net](http://Tutorsteach.net) is a free search engine for locating tutors to meet your needs. Understand that if you choose private tutoring, your child may be excluded from extracurricular activities, scholarships and dual-enrollment opportunities available to home educators.

The clear distinction between this method and registering in the home-education program is that in private tutoring, the parent will most likely hire someone else to instruct the child and direct his or her education. In the home-education program, the parent is the primary teacher and director of the child’s education, and while it is permissible to hire supplemental tutors, the intent is that the parent will provide the bulk of the teaching.

If you choose home education, but also wish to enlist the services of a tutor for specific subjects or to supplement your program, contact your local homeschool support group or your FPEA District Director for referrals. There are also programs that offer one or two days of instruction on campus and then provide direction for your home days. These are usually listed as nontraditional private schools. As with most personal services, the best referrals are typically from family or friends, so be sure to ask fellow homeschoolers.



# Virtual Schools

As with all school choice options, fully investigating and evaluating virtual school programs is a must to understand participation requirements and ensure the program meets the needs of each student. It is also imperative to understand the programs to ensure that a student's participation maintains their homeschool status. In addition, regardless of the number of courses a student takes, maintaining a portfolio and submitting an evaluation is still a legal requirement. Here we review the three primary opportunities available.

Florida Virtual School was established as a statewide public school in 2001. Its motto is "any time, any place, any path, any pace." The winner of numerous state, national and international awards, FLVS is now the national model in virtual education, according to the U.S. Department of Education and the Southern Regional Education Board. All courses adhere to the Sunshine State Standards. Advanced Placement and Honors-level courses are available. Certified teachers direct the instructional process, are required to communicate regularly with parents, may only teach in their field of expertise and are available daily from 8 a.m. to 8 p.m.

Like traditional public schools, FLVS receives state funding for each enrolled student, but unlike public schools, FLVS only gets those funds when a student successfully completes a course.

According to Florida TaxWatch research, FLVS spent over \$1,000 less per student than traditional schools in 2007. Attendance records are not kept; transcripts and diplomas are not issued. As with all homeschool options, students consistently earn higher grades and higher standardized test scores than their public school counterparts. The courses are free for Florida resident students, and many tuition-based courses are available to non-Florida residents.

Home education students enrolled in FLVS may participate in extracurricular activities at their zoned public school or at a private school, and can still participate in dual enrollment. FLVS is a year-round program, so students may enroll at any time. Students may register directly at [www.flvs.net](http://www.flvs.net) for one or more courses.

Florida Virtual School — Full Time is a partnership making the Connections Academy curriculum available to home education students in grades 6-12 through the FLVS delivery system. This is a full-time program requiring attendance documentation of a minimum four hours of instruction per day for 180 days. Textbooks and supplies are shipped to the student's home at the beginning of the school year. A parent provides daily instruction in partnership with a certified teacher with expertise in online instruction. The Connections Academy teacher answers questions, reviews assignments, adjusts individual lesson plans and assesses progress. This option is a structured program provided during the school year with grade-level curriculum.

Students must enroll at the beginning of the year and adhere to the district's published school calendar. This is a state-structured program available to students at home, so the advantages associated with "traditional" home education are lost.

District Franchise of FLVS began as an initiative to assist county school districts interested in promoting online learning environments. Although each district directly hires the teachers for their franchise, FLVS provides the curriculum, delivery platform, teacher training and support. This partnership increases access to online learning through district virtual campuses, although course availability is subject to the traditional school year, and the hours of teacher availability are more limited. In addition, not all districts have a FLVS franchise, and

not all FLVS courses are available. You may check the availability of a franchise in your district at [www.fldoe.org/Schools/virtual-schools/FLVS.asp](http://www.fldoe.org/Schools/virtual-schools/FLVS.asp).

School districts with franchises receive funding as if the student were physically attending a district school provided the student successfully completes each course. Homeschool students may enroll in any available course free of charge through the district franchise or directly with FLVS.

Using the transfer-of-credit rule, some districts are offering home education students a diploma if the student enrolls full time in the district franchise for their senior year. Bear in mind, though, that the right to participate in activities, eligibility for dual enrollment and qualification for Bright Futures will be affected, and colleges still require SAT scores and examine transcripts.

**F**or comparisons of the current virtual school programs, visit [www.flhef.org/pdf/2011-2012FloridaVirtualEducation-Chart.pdf](http://www.flhef.org/pdf/2011-2012FloridaVirtualEducation-Chart.pdf) to view a chart published by Brenda Dickinson and the Home Education Foundation.

### **What You Can Do to Protect Homeschool Freedoms**

It is imperative for homeschool families to remain active FPEA members and encourage non-member homeschool families to join.

Leaders of FPEA-recognized groups should set a 100 percent participation level, which provides rebates to the groups and increases the “volume” of the FPEA’s voice with legislators.

All homeschool families should regularly contact their elected representatives and request laws that require equal access and full disclosure of all school choice options to all parents. This will also accurately inform our representatives of the true number of families home educating in Florida.

Encourage legislators to consider the FPEA as a viable nonprofit information warehouse and service organization that equally provides all information regarding all school choice options to all who ask.

Together, our fully united voice can protect all homeschool freedoms!

### **Watch Out for Virtual School Changes**

It’s important to understand the differences in the Florida Virtual School programs, especially those between the “classic” and franchise models offered in certain counties.

In 2012, the Florida Legislature opened this program to homeschoolers and private school students. With this change, school districts are motivated to actively pursue homeschoolers so they will return to the public school system. This model may open the door to future legislation requiring all students educated at home to take state assessments and use the approved virtual programs.

Homeschoolers and nontraditional private schools could lose their voice if the majority of parents chose the free virtual schools. Think carefully before considering giving up your parental freedom to design the educational program most appropriate for your child in exchange for free materials.

The “classic” FLVS model is the original, award-winning virtual school model offered to all students (public, private and home educated) in middle school and high school. It is free and allows parents to choose which classes, if any, they want. It allows students to start a class any time during the year; a teacher and materials are provided. It is not a diploma-generating school (course-modeled only) and does not currently open a door to future legislation harmful to home educators or private schools.

Recently, the Legislature allowed the “classic” or original FLVS model to be duplicated through a franchise to all individual counties. The FLVS Franchise uses the FLVS curriculum but is run by the school district. Teachers are district employees, funding goes to the district (not FLVS), and the Franchise follows the public school calendar. Using the Franchise may limit choices for homeschool student-athletes because Franchise courses are considered the same as if the student were taking them in a public school. (If homeschool students take more than half their courses in the Franchise, they are considered public school students, and their eligibility would be limited to their zoned public school.)

If the school district has a part-time enrollment policy, the Franchise is available to private school students. This model may also open the door to legislation requiring all students educated at home to use virtual school programs as their curriculum. Franchise courses are free since they are public school courses, and parents can choose which classes, if any, they want. Students can earn a public school diploma through the Franchise in some districts, which can also allow homeschool students to transfer to the Franchise as late as the beginning of their senior year, receive credit for homeschool courses, and earn a public school diploma.

As of the publication of this updated article, 54 of the 67 Florida counties offer

some form of the franchised FLVS. For more information, visit [flvs.net/areas/faqs/pages/signup-faqs.aspx](http://flvs.net/areas/faqs/pages/signup-faqs.aspx).

It's important to understand these differences so we can communicate the potential risk to the future of home education from the "public school at home" offerings. Parents must understand which program their students are enrolled in so they can make sure their tax money is going where they intend it to and so their student-athletes are following eligibility guidelines. Let's make sure our legislators understand that the "classic" or original FLVS is a flexible, high-quality program meeting the needs of all students — public, private and homeschool — for less money and without opening doors to limiting homeschool freedom.

The similarities between the "classic" and franchise models have caused much confusion. In December 2010, FLVS changed its Web site to create more clarity when registering for courses. The student profile, academic profile and registration pages now have a different look. These changes should help parents, especially those living in Franchise counties, better understand the enrollment process and ensure that students are enrolled in the virtual school best meeting their needs.

Two new assessments, involving "Florida's new expectations for student learning, known as the Next Generation Sunshine State Standards," are the FCAT 2.0 and Florida End-of-Course Assessments. While the FCAT 2.0 might not affect homeschoolers, the EOC assessments at the end of specific high school courses will hit some virtual school courses. To receive credit toward public school graduation, these tests will not be optional for students in FLVS courses unless registered in home education. In 2013 U.S. History was added; Civics will be added next year. The Department of Education has not instituted a statewide policy — it will be a principal-by-principal decision as to whether students transferring back to a public

school after ninth grade would be required to take the EOC to get credit and earn a public school diploma.

This is the first year the exam is being offered; at this point, students registered as homeschoolers will not have to take the test. However, it may be a year-to-year decision. Brenda Dickinson of the Home Education Foundation, along with the FPEA Legislative Committee, is watching this matter closely in the ongoing legislative sessions. Most issues have many facets, and HEF wants to work to give parents as many rights as possible without limiting the freedoms of other home education parents. Brenda will keep us posted as bills are filed and may also need help lobbying on some of these issues, so stay connected.

This article was first written by Kim Coley, former FPEA Administrative Services Manager and District 5 Director, and is updated from its original appearance in the Summer 2011 issue of the FPEA *Almanac*.



# What Is a Homeschool Co-Op?

**H**omeschool co-ops! You hear everyone talking about this co-op and that co-op. Is there really a difference? And what exactly is a co-op anyway? The word “co-op” is short for cooperative learning. This is a method of teaching in which several, or many, students of various ages and backgrounds work together in groups to achieve the same goal. Research shows that cooperative learning is beneficial to a student in many ways. For one, it creates an environment where students of all academic abilities can participate and feel

important. Secondly, various grade levels can be combined to further expand the diversity. And lastly, it mimics life in the “real world,” where children interact with those around them who have different experiences, background knowledge and opinions while still being able to accomplish their desired goals.

A typical homeschool co-op meets one day a week, for a few hours or possibly all day. There may be several class periods, including a lunch break. It is usually held in a church or large building of some sort;







This article was written specifically for this manual by Jennifer and Niki Parsley, sisters-in-law who help lead a homeschool co-op in Pinellas Park.

some may even be at a family's home. Most homeschool co-ops offer a variety of classes for all ages. They might include such topics as biology, the American Revolution, sign language, physical education, watercolors, Lego building and more. The possibilities are endless.

You may want to visit a co-op for part of a day before committing to participate. This will allow you to see firsthand what it is all about. Look for a co-op that greets new families with a friendly welcome. Every family is different, so you want to be sure to match your children up with a co-op that fits your needs. What a way to ensure success!

### **Some Things to Consider When Looking for a Co-op**

The first thing you should look into is the philosophy of education and religious views. There are Christian and secular co-ops, some offer a classical method of learning, and some are more academic while others are more artsy or sports-related. And what are the student expectations regarding homework? You may have too many other obligations to include added homework, or you might long for a regimented schedule. It is very important to know the stances and beliefs of any co-op you are considering.

On the flipside, smaller co-ops (around two to 10 families) sometimes offer more intimacy. You really get to know the other families involved, and you have a bigger voice in what is being taught and what activities will be done. The typical smaller co-op will usually require the parent to be fully involved. You may have to teach or provide the snacks, or (bare minimum) clean up!

So as you can see, there is a big difference between a larger co-op and a smaller co-op. One is not better; you just need to know what you are looking for.

There are also costs to consider. Some co-ops charge one-time fees, while others choose monthly payments. Others may be

completely free, since they require parental involvement. However, there are typically supply fees. Science labs and art classes tend to have the most expensive fees, but at least you usually get to take home everything you pay for.

You may want to take note of who the teachers are, as well as the directors and leaders. Are parents required to teach? Are leaders/teachers background-checked? Is the building safe and secure? It is always a good idea to volunteer one day and observe. Are students watched closely as they switch classes, or are they allowed to roam the building? Are visitors required to check in and wear a badge? Dismissal time should bring comfort to a parent's heart, not strike pure fear! Basically, how closely are the students being monitored? We all want our children to be completely safe when they are out of our care.

You will also want to find out how the leaders handle discipline and conflict issues. If there is a bully in a class, the teacher should be able to keep control. If children are passing notes, chatting, texting and simply not paying attention, there is obviously a problem with classroom management. The rules and procedures should be stated in the beginning, and firmly and lovingly enforced throughout the semester. Children cannot learn in an unsafe or chaotic environment. Active learning is wonderful, and busyness is great — as long as there is peace and control in the classrooms.

And lastly, look for a co-op that makes learning fun and encourages student friendships. Children should be productive and happy, not bored and distracted. Some co-ops provide extra activities such as history fairs, science shows or book clubs. Dress-up days are always a hit as well — pajama day, crazy hair day and mix-and-match day. An occasional cookie day may be fun too. Sometimes, it's these silly things that bring kids closer together.

Cooperative learning, in the form of



homeschool co-ops, can provide an unforgettable experience for you and your children. Students learn how to encourage each other, form new friendships and assist younger students when needed. Parents get to know other homeschool families and enjoy needed fellowship. So go check out the co-ops in your area. Remember that they are all different, so keep looking until you find the one that is just right for you!

### **What to Look for in a Co-Op**

**Teacher Qualifications** — What is the interview process for teachers? Are they screened for their ability to teach a certain subject? Do they have prior classroom experience or certifications? Do they have experience in the subject through their employment or hobbies? Have they taught the subject in the past? If so, try to speak with several prior students to see if the class is right for your child.

**Administrative Structure** — Why does the co-op exist? Most exist to assist homeschool parents in areas where they are not completely comfortable. If that is true, you will be able to tell with some simple homework. Some groups make money from a student/family registration fee each

year only, while some may additionally take a percentage of the teacher's class fee.

**Dispute Resolution** — What is the process for handling complaints? Is there a history of complaints? Are you able to talk to the complaining party? If not, how was the complaint resolved?

### **Warning Signs or Red Flags:**

**Fee Policies** — Payment in advance and post-dated checks are major red flags. If the co-op exists for the purpose to “equip and educate,” fee policies will reflect that objective and be very flexible. Payments may even be made via PayPal directly to the teacher instead of through the co-op.

**Non-Profit vs. For-Profit** — The term “non-profit” can be very misleading. It is simply a legal term to describe the type of corporation formed, so whether a corporation is for-profit or non-profit should have no bearing on your decision.

**Better Business Bureau** — Always check out the BBB. Not all co-ops will be listed on its website; those listed will have a BBB rating. The BBB only facilitates complaint resolution. If any complaints are listed, make sure they are listed as “resolved.” Disputes handled properly will never escalate to the BBB level.

This article was written by Joyce Herzog and originally appeared in the Summer 2011 issue of the FPEA *Almanac*. For more information about Joyce, visit [www.joyceherzog.com](http://www.joyceherzog.com).

## Think Like a Teacher

It is essential you speak to your learners like people, not just children. It is a matter of tone, body language and word choice. They must know you recognize them as separate from yourself — with opinions, skills and preferences. They need to know who is the ultimate boss, but many times it is appropriate to ask their opinions and preferences. When there is no choice, make that clear in a non-threatening way. Whenever possible, offer choices, such as:

We're getting dressed. Would you like to wear the blue outfit or the red?

It's time for breakfast. Would you like toast or cereal?

Don't offer (with words or tone) a choice if there is none. "Would you like to go to bed now?" is only appropriate if they can say no. "Get dressed now, OK?" means they have a choice.

When your children were infants, it was natural to start where they were and stretch them one step further. Though probably subconsciously, you started taking them one step at a time toward developing listening skills, attention span, muscle tone, visual skills and so on. Continue that throughout life. Determine the area where you want to see progress, and the present level of ability. Set goals well within reach and reward amply for reaching for them or meeting them. (See my books *Luke's Life List* and *Luke's School List* for a supply of academic and life skills from the cradle through adolescence.)

Don't take the easy way out. Unfortunately, in parenting and education, it is often essential to go the other way. Give them time to struggle without help or condemnation. If you give an order, see that it is carried out. Don't demand where options are acceptable. When there is disobedience, respond immediately. Don't

look the other way unless you want them to learn to ignore you next time.

Verbal language is the foundation of all learning. It must be taught and should start young. Teach them to notice and verbalize likenesses and differences, categorizing things in different ways. The easiest categories are by physical characteristics: shape, color and size. The next level is according to function ("What do you use it for?") and relationships ("What does it go with?"). More advanced is according to abstract categories (like animal, vegetable, mineral) and sub-categories (like fruit and vegetables or farm and zoo).

Provide experiences with good picture books. Point to objects, at first naming them, later having the child echo the label, then having the child name them. Count objects, find and identify partially hidden objects, and notice and verbalize their characteristics. Ask the child to make choices, like "Which one is red?" or "Which one would you like to play on?"

Ask them to describe details they can see, then details they can't see. Begin this by asking appropriate questions. If they give one-word answers, restate them into a sentence, as in this conversation:

Tell me about this leaf. (No response after 15 seconds.)

Is it long? "No." No, it is short.

What color is it? "Green." The leaf is green.

Tell me what color the leaf is. "Green." Yes, tell me: The leaf is green.

"The leaf is green."

That's great! I like the way you told me in a complete sentence!

How many points does it have? "Six." The

leaf has six points.

Does it have a stem? "Yes." The leaf has a stem.

Encourage recalling and retelling stories and events. Take the time to listen! As they mature, assist with getting things in sequence, stating information in complete sentences, transitioning smoothly from one idea to the next, and using descriptive and interesting words. When checking for comprehension, ask open-ended questions like:

What is the boy in the story doing? Tell me what you remember about the story. How do you know the boy was sad?

These encourage more thinking rather than simple recall like this:

What color was the ball? What was the girl's name?

Ask them to define words with words:

Tell me what a fork is. How do you use it?

What does it look like?

Where do you find forks?

What could you use if you can't find your fork?

What goes with a fork?

Where do you buy forks?

Encourage the verbalization of thinking and the development of steps and plans, such as:

I need to make salad this afternoon. I need to see what supplies I have on hand first. Then I need to go to the store to buy mayonnaise, lettuce and tomatoes. When I get home, I will rinse the vegeta-

bles before I make the salad.

When a child asks a question, determine what he knows already. It is easiest to just begin talking, but listen for a few moments to discover what information (or misinformation) he brings to the topic. Then, again, take him a step or two further. It is often best to answer a question with a question: "What do you think?" "How could you figure that out?" "Do you need help with that?" etc.

Speak about cause and effect. Use words like "because," "since," "although" and "nevertheless." Ask "how" and "why" questions as often as "what," "when" and "where." Give them opportunity to clarify their thinking:

I didn't understand. Can you explain it another way?

What do you mean by that?

How did you do that?

Could you give me a couple of examples?

I think I understand your words, but how does that relate to what we were saying?

Wait at least three seconds after asking a question before giving an explanation — children need time to formulate their answer.



# How to Survive Homeschooling Without Developing That Unsightly Twitching

This article was written by Carol Barnier, who will be a featured speaker at the 2013 FPEA Florida Homeschool Convention. For more information about Carol, visit [www.carolbarnier.com](http://www.carolbarnier.com).

What does 17 years of homeschooling really do to a person? If you stay in the game for the long haul, what can you expect? OK, the twitching is probably avoidable. But you will develop some habits right along with the rest of us. For starters, you become an obsessively compulsive collector. “Oooo! Wouldn’t that look cool under the microscope,” she says as she fishes the fluorescent orange mold from under the soggy leaf with her bare fingers. Never mind that it may be highly poisonous or induce intestinal cataclysms for the next 48 hours (feel her dedication). All in the name of science, she plops it in her pocket.

You also develop the ability to see beyond an object’s initial shape. It may indeed look like a simple box of foam packing peanuts to everyone else, but with an experienced eye, you see that with hot glue, wires from bread wrappers for added stability and old socks, those peanuts will actually reveal a wall-sized portrait of Shakespeare.

And try as you might, you eventually completely lose the ability to keep a straight face when people ask you if you worry about socialization. “Why, yes,” you answer. “We do have that on our list of worries. It comes right after How to remove regurgitated owl pellet stains from my favorite tablecloth.”

There are many things we who homeschool have in common — lovely things, fun things, quirky things. But just as valuable are the things we don’t have in common. I didn’t always know this. In fact, I started out thinking homeschooling was a pretty well-fleshed-out concept, and I sim-

ply needed to get on board. Everywhere I looked, I could find a clear picture of real homeschooling.

I bought into this kind of Norman Rockwell version of the process in the early days of our schooling: clean, respectful children sitting eagerly in front of their schoolbooks, smiling lovingly at Mom, who returns their smile through the steam of the organic oatmeal she’s stirring, baby on her hip in a stylish sling, verses of Scripture being shared from memory (in Latin, of course), while Dad beams proudly over his close-knit and oh-so-very impressive family.

My family’s picture typically looks a bit different. It often involves breakfasts of leftover pizza, one-half of our student body not yet even out of bed let alone eager, and Dad wondering if his youngest child will ever learn to sit in a chair without falling to the floor. The child rarely leaves a dent. But you can tell from Dad’s face that he’s considering the duct-tape solution.

One of the best things I ever did was to cut loose that Norman Rockwell vision of what homeschooling should look like and just learned what homeschooling was going to look like for my family. I learned to let go of anyone else’s idea of what would indicate success for us. And if that success included children regularly plummeting to the floor and dinner sometimes at 9 p.m., then so be it. Who cares? The most amazing benefit of homeschooling is that it molds itself to the needs of each family. The magic in homeschooling is how a single concept of staying-at-home-to-learn can produce so many different and yet still successful manifestations. If I had bought into that beautiful but usually unrealistic



Rockwellian imagery that I'd seen, I would find each day coming up short, leaving me frustrated, puzzled and wondering why we just can't get on track. And the problem, of course, would be that I wasn't looking for my own track, but instead trying to hop on that track everyone else seemed to be on.

Thankfully, I figured out early on that this comparison game was a futile exercise. It is wasted energy to spend your time evaluating what your children are doing against the doings of other children. You might come out on top sometimes. But there's always the next support-group meeting where you learn of someone else's child who spliced his own DNA, wrote a short novel and will be attending college by age 11. Big sigh.

Instead of trying to jump on the track others are running, let homeschooling unfold its surprises, routines and blessings in its own manner. Let it address your

needs in a new way — a way others aren't using. Let the process unpack itself, creating a unique and highly specialized dynamic in your family, meeting the mix of needs, gifts, situations and personalities as only homeschooling can. Let your only criteria be, "Does it work for us?" After all, if Thomas Edison's mom was following the track of Mozart, Tom would probably be a second-rate musician and no scientist at all. She pulled Tom from the public school and homeschooled him in order to allow him the privilege of pursuing his God-given strengths.

The moral of the story here? The number-one strategy for surviving homeschooling is to map out your own path, confidently be what you are and let your children become what God created them to be. Now, let me pick that kid up off the floor and get out some of that leftover pizza.

This article was written by Cathy Duffy and is adapted from her book *101 Top Picks for Homeschool Curriculum* (Grove Publishing). Copyright 2012 Cathy Duffy. For more information and free access to her reviews, visit [www.cathyduffyreviews.com](http://www.cathyduffyreviews.com).

# Learning Styles

Homeschooling parents often sacrifice to purchase expensive programs assuming that the more money they spend, the better it will work. Unfortunately — or fortunately for those who like to save money — the complexity of the program might be counterproductive for your child. It all depends upon their learning style.

The term “learning style” refers to the way (or style) a person most easily learns and processes new information or skills. Learning styles include awareness of children’s preferred learning modalities (auditory, visual, kinesthetic), but they go further to look at other personality/learning traits.

The learning styles I use fall into four categories. Yes, it could be much more complex, but our goal is not a thorough analysis so much as developing an awareness that each child will have ways of learning that are easier and ways that are tougher. By identifying learning styles, we are able to choose teaching methods and materials more likely to be successful for each child.

Recognizing these differences within each of your children will help you make better choices in the methods and materials you use. But that’s only part of the curriculum equation.

## But of Course My Way Is Best

The other part of the equation is the parent’s own learning style. The reality is that we parents have our own preferences. And we tend to teach our children in ways we learn best rather than ways they learn best. So our preferred learning style, by default, becomes our teaching style. That’s what we’re most comfortable with. That’s what comes naturally to us.

The accompanying chart will help you identify your own learning/ teaching style. Don’t get hung up on the names (Wiggly Willy, Perfect Paula, etc.) — these are labels I use to help you remember each

style, but they don’t mean that any are exclusively male or female.

## Adults

### Wiggly Willy

- Has trouble organizing and following through
- Would rather play and have fun than work
- Tends to do things impulsively
- Probably did poorly in school (often due to lack of interest or boredom)
- Looks for creative and efficient solutions to tasks
- Dislikes paperwork and record keeping
- Prefers activity over reading books
- Prefers to teach fine arts, physical education and activity-oriented classes

### Perfect Paula

- Likes everything neatly planned ahead of time
- Likes to follow a schedule
- Is not very good at coming up with creative ideas
- Is comfortable with memorization and drill
- Gets upset easily when children don’t cooperate
- Worries about meeting requirements
- Often prefers to work under an umbrella program for home educators
- Prefers to teach with pre-planned curricula
- Is more comfortable with “cut and dried” subjects than those requiring exploration with no clear answers

### Competent Carl

- Likes to be in control
- Thinks and acts logically
- Likes to understand reasoning and logic behind ideas
- Is selectively organized
- Likes to work alone and be independent



- Is impatient with those slow to grasp concepts or disorganized
- Is often uncomfortable in social situations and has trouble understanding others' feelings and emotions
- Tends to avoid difficult social situations
- Likes long-term plans
- Prefers to teach math, science and other logic-related subjects rather than language arts and social studies

### **Sociable Sue**

- Enjoys social interaction
- Likes to belong to groups, especially for activities
- Worries about what other people think
- Tends to be insecure about how well he/she is doing with home education
- Is idealistic about expectations and goals
- May or may not be organized, depending upon accountability
- Is more interested in general concepts than details
- Prefers to teach subjects related to language arts, social studies and possibly fine arts

If you matched a single learning style with most of your characteristics and found very few that described you on the other three, you will have to pay more attention to learning styles than a parent more evenly spread across the learning styles. You might be more likely to be “lop-sided” in the learning methods you use with your children, leaning heavily toward those favoring that especially strong learning style of yours. On the other hand, if you recognized a number of your characteristics in two or more learning styles, you are likely to have an easier time adapting to the needs of your children.

Keeping in mind what you've discovered about your own learning/ teaching style, it's now time to try to identify your children's learning styles. Remember that your children, just like adults, are not likely to fit neatly into only one category.

## **Children**

### **Wiggly Willy**

- Learns best by doing (hands-on learner)
- Likes to be free to move around and act spontaneously
- Has a short attention span most of the time
- Not interested in deep thinking or analysis if it means sitting still very long
- Tends to be creative and imaginative
- Carefree, lives in the moment
- Difficult to motivate, easily bored
- Doesn't think ahead about consequences — positive or negative



**Perfect Paula**

- Responsible, likes to see that everything is done correctly
- Likes things clearly structured, planned and organized
- Has a narrow comfort zone
- Seldom acts spontaneously
- Is uncomfortable with creative activities that lack specific guidelines
- Follows rules and respects authority, expects others to do likewise
- Likes typical school curriculum and accomplishing the same things as other children her age
- Prefers to be part of a group
- Needs approval and affirmation

**Competent Carl**

- Likes to be in control of himself and his surroundings
- Tends to be analytical
- Likes problem solving
- Usually strong in math and science (logic-based learning)
- Often weaker in language arts because it's more subjective
- Often has trouble with social skills — has difficulty understanding and relating to peers
- Often chooses solitary rather than group activity
- Tends to be self-motivated
- Enjoys long-term, independent projects
- Sometimes likes to brainstorm — think out loud

**Sociable Sue**

- Has warm, responsive personality
- Is interested in people
- Prefers the “big picture” — concepts are more interesting than details
- Doesn't like memorizing names and dates for history but wants to understand how different cultures and events affect one another
- Loves change and new things
- Is motivated by relationships and cares a great deal about what others think

- Likes to be recognized and acknowledged
- Is vulnerable to conflict and criticism
- Often dislikes and avoids competitions, preferring cooperation so that no one's feelings are hurt

**Conflicting Learning Styles**

The biggest problem with learning styles is the potential conflict between the styles of parents and children. Consider a common situation in homeschooling: a Perfect Paula mom and Wiggly Willy son. Mom has her lessons and curriculum well planned, with her daily schedule on the refrigerator for all to see. Wiggly Willy would much rather be outside doing practically anything other than school. He freaks out at the sight of the inch-thick math workbook, not to mention the pile of other books Mom has purchased.

As parents, we are the ones who have to stretch to meet our children's learning-style need rather than expect them to stretch to accommodate our preferences.

**Teaching to Their Strengths**

Learning styles are a tool that help you tune into your child's needs. When introducing a new concept, especially when it's in a subject area where they struggle, choose methods and materials that make it easiest for them to learn. Once they've grasped the concept, go back and review and practice using more challenging methods.

The next time you hit a trouble spot with one of your children, step back and consider what learning-style methods you are using. Consider whether trying different methods or materials might make things easier for your child. In the end, you are likely to find that learning styles can make the entire homeschooling adventure more fun for both parents and children.

# Wading Through the Curriculum Jungle

**O**verwhelmed by all the choices, daunted by the immensity of their responsibility and worried about breaking the family bank, homeschooling parents often find choosing curriculum a fearful task. But there are some strategies that will help you sort through the choices, alleviate fears and probably save you money.

**1** Do your homework before buying curriculum. Read some basic parent-help books to get answers for many of your concerns, help you develop your own philosophy of education and maybe even discover some programs that especially appeal to you.

**2** Spend money slowly. It's easy to be convinced by a knowledgeable salesperson that one particular program is absolutely the best — at least until you hear the pitch from the next salesperson. You almost always can manage with fewer resources than you think you might need.

**3** Consolidate grade levels whenever possible. Teach as many of your children as you can with the same resources at the same time. Bible, history, science, art and music are the easiest subjects for this sort of “efficient” teaching. Generally, aim toward the older children when choosing books for the “group.” That way you will have plenty of information to draw upon. Think of it this way: Older children can get the “firehose” of information while the younger ones get theirs through a straw. Use the “straw” approach when you are all working together, then hook your older child up to the “firehose” with direct reading

from sourcebooks, independent research or other methods that help them learn at challenging levels.

**4** Control your curriculum rather than letting it control you. You will need to adapt almost any resource in one way or another to work well for your children. Use as much of a resource as is useful. You do not have to finish every book. I can't count how many times I've given this advice to incredulous parents who really had not thought that it might be possible to skip a chapter or more in a book. You now have permission to do so! On the other hand, you should supplement when necessary. If there's not enough in one resource, get another that fills the gap. The bottom line is that if what you are doing is not advancing your child's knowledge or skills, go on to something else.

**5** Remember that your children are individuals. What works for one child might not work as well with another. Get to know the strengths and weaknesses of each child — often referred to as learning styles — so you can choose resources that teach to their strengths and help them overcome weak areas. Making the right match between child and curriculum will likely save both parent and child much grief and frustration.

**6** Try to use materials from publishers that share your spiritual worldview and educational philosophy. Christian publish-

**T**his article was written by Cathy Duffy and is reprinted from the Spring 2009 issue of the *FPEA Almanac*. For more information, visit [www.cathyduffyreviews.com](http://www.cathyduffyreviews.com).

ers include religious events in their history books and God the Creator in their science books. Secular publishers give scant attention to the first and never to the second. While Christian publishers might share a common spiritual outlook that shows up in their curricula, they often differ from one another in how they believe children learn best (educational philosophy). Some prefer memorization and workbook activity while others recommend more hands-on learning. With a little experience, you will begin to easily spot those that best fit your own preferences in terms of educational philosophy.

**7** Pray for inspiration daily. God loves our children even more than we do. We can ask the Holy Spirit for inspiration when we hit tough spots or frustrating moments. Rely on God's help, remembering that He's involved in the education process with us.

# Educational Methods Overview

**V**eteran homeschoolers say that one of their most commonly asked questions is “Where do you get your materials?” For many, choosing curriculum can be overwhelming at first. However, wading through the myriad of supplies available to home educators is not nearly as daunting as it might seem. Most, if not all, teaching resources can be classified into one of several categories of educational philosophy. Once you have settled on an approach that fits your family, you will find that your options narrow considerably.

## Eight Common Approaches to Home Education

It’s likely that no single educational method suits the needs of any particular home-schooling family. Many find that a combination of two or more approaches works well for them. And some might discover that what works for a season has to be revised as the home-education program progresses. Family lifestyle, long-term goals, personalities of family members, cost of materials and availability of resources (libraries, museums, etc.) should all be considered when choosing curriculum. It’s important that you use methods that work for you and your children’s learning styles (see article on pages 40-42), and that you are open to change when necessary.

### Traditional

Systematic: following a standardized scope and sequence

- Each subject taught individually
- Highly structured
- Requires less preparation time for the parent-teacher

### Classical

Progressive: following natural stages of mental development with rigorous, sys-

tematic study

- Follows the classical pattern of The Trivium (language-focused rather than image-focused; all knowledge interrelated)
- Grammar stage (K-5): observing, listening and memorizing facts
- Logic stage (6-8): organizing, analyzing and debating with supporting facts
- Rhetoric stage (9-12): developing and expressing conclusions in both written and oral form

### Unit Study

Integrated: all subjects are covered while studying one topic

- Utilizes hands-on projects, experiential learning, dramatization and “real” books
- Enhances knowledge retention, giving a broader understanding of a subject
- Facilitates teaching several grade levels simultaneously

### Charlotte Mason

Gentle: balancing “masterly inactivity” and direct teaching

- Education through firsthand experiences and observations — museums, nature walks, play and exploration
- Reading great literature rather than textbooks
- Child narration to develop understanding, retention and self-education

### Learning Lifestyle

Eclectic: a lifestyle developed around a family’s educational pursuits

- Over time, experienced homeschoolers find the lines blurred between “school” and “home.”

### Principle Approach

Reflective: evaluating the purpose of everything in God’s universe to develop a

Christian worldview

- Stresses living according to the biblical principles modeled by the Founding Fathers
- Emphasizes America's providential Christian heritage
- Cultivates self-education using "The Notebook Approach" to "research, reason, relate and record"

### **Unschooling**

Unstructured: children learn naturally, following their curiosity and interests

- Provides a rich learning environment including books and other resources
- Formal teaching is pursued as the need arises

### **Delayed Academics**

Unhurried: a low-stress approach delaying formal academics until child demonstrates readiness

- Delay of formal education (the three R's)

until child is physically, emotionally and mentally matured, typically between ages 8-14

- Promotes the concept of "Integrated Maturity Level," the point at which the brain, vision, hearing, perceptions, emotions, sociability and physical growth all function cooperatively
- Academics balanced by work and service

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# Traditional Curriculum

This article was prepared by Calvert Educational Services, a longtime supplier of traditional curriculum.

**H**omeschooling itself is traditional. The foundations of education began in the home, where children learned life lessons as well as academic lessons.

A traditional curriculum returns to the basics to form the building blocks for future instruction. It delivers a rigorous academic program with an emphasis on the three Rs (reading, writing, arithmetic), coupled with lessons about the arts and sciences. Quality curriculum offers the best educational materials taken from several sources. (Programs accredited by the Commission on Elementary Schools, a division of the Middle States Association of Colleges and Schools, meet the highest academic standards.)

## Delivery Method

Traditional curriculum is comprised of printed materials delivered straight to the home. A formalized delivery method for schooling at home began in the early 1900s when Virgil M. Hillyer, headmaster at Calvert School in Baltimore, developed the first homeschool program. Hillyer mailed lessons to families whose children were unable to attend school. Parents taught their children the lessons that had been used in the classrooms the previous week. As word of this unique program spread, lessons were printed and mailed to families all over the world who wanted a traditional American education.

Children flourish with one-on-one instruction, and families grow closer as they share the joy of learning. Parents, grandparents, siblings and even other parents may act as a learning guide for the student. Today in the United States, more than 2 million children are educated at home each year.

Children are most successful when instruction matches their skill level, which can vary from school to school. Placement testing, available with some traditional curricula, ensures that children are working on the appropriate course level.

## Detailed, Daily Instruction

Once the proper instruction level is



chosen, traditional homeschooling families rely on a comprehensive lesson manual. The manual provides detailed guidance for daily instruction, integrating subjects with outside resources. A good traditional homeschool program includes daily lessons that are easy to use and provide clear objectives. Lessons involve a combination of visual, auditory and kinesthetic instruction to secure each child's success. Using a daily instruction manual makes a learning guide's job easier, more efficient and more successful.

Lessons are woven together across subjects to reinforce instruction and promote content mastery. At the same time, this approach makes instruction more engaging for the child and the learning guide. Learning guides do not require formal teacher training or prior experience for successful outcomes.

### Support When You Need It

Testing is another valuable component of a good traditional program. Because lessons become building blocks to future instruction, it is vital to make sure that children understand the concepts. Some traditional curricula offer the option of an experienced teacher who understands the program to grade tests. Learning guides are then free to focus on instruction. The testing not only reassures the learning guides that their children are learning the material, but also encourages students to perform better.

Teachers may answer questions about how to teach a lesson, provide new approaches to meet a child's individual needs, and offer support and encouragement. Teacher support may be available by phone or online with a traditional homeschool program.

### A Homeschool Community

The best traditional programs give students and families the opportunity to become part of a school community. Such communities can involve message boards, co-ops, online groups and pen-pal pro-

grams. Through their involvement in these programs, students can develop friendships with children from all over the world.

### Does Traditional Mean Outdated?

In a word, no! Although homeschooling is based on centuries-old philosophies, it has been adapted to accommodate the changing climate of technology. Classic curriculum is now offered online through homeschool providers. This combination of classic curriculum and an online experience is often referred to as virtual education.

Often, children and parents log in to a learning portal from their home computer and click on that day's assignment. Online assessments are used alongside traditional textbooks and fun, interactive games that reinforce learning.

### Options Through Your State

Many states are now offering a virtual education tuition-free for their students. Using the same traditional curriculum, learning guides work with the child from home. They review daily objectives, prepare materials for the day's lessons, monitor task completion and pacing, and provide direction and assistance as needed.

Many school districts engage state-certified supervising teachers. Supervising teachers develop a personal relationship with each family, plan and direct the learning program and provide instruction, and monitor progress and ensure appropriate pacing. The supervising teacher's role often extends beyond daily activities to include live instruction, parent/teacher conferences, planning field trips, counseling and overseeing extracurricular activities.

Now, more than ever, parents have more choice and more involvement in their children's education. Many are choosing to harness the latest technology and combine it with the convenience, flexibility and control of a virtual environment — while still giving their children a traditional education.



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# Classical Christian Education: A New Look at an Old Model

This article was written by Jennifer Courtney of the Classical Conversations network of homeschool communities.

In his pamphlet titled *Of Education*, John Milton — a 17th-century Christian poet, thinker and statesman — wrote that “the end then of learning is to repair the ruins of our first parents by regaining now to know God aright and out of that knowledge to love him, to imitate him, to be like him.” As Christian parents, this is surely our aspiration. The classical model of education places our children on this path by teaching them how to think critically, to write and speak persuasively, and to apply their trained minds to reclaiming knowledge for Christ.

Classical education is steadily gaining momentum as more and more classical Christian schools open around the country. Likewise, many homeschool families have turned to this model as they seek to educate their children with excellence. As homeschool parents in the 2000s, we have many choices before us as we decide how to educate our children. Sometimes the choices can be overwhelming. Years before I began homeschooling my own family, I met several homeschool families at church and was intrigued by their lifestyle. I began to research different methodologies. After much prayer and study, my husband and I returned to the classical model repeatedly. We were intrigued by a model that had “grown up” within the Christian church for over 1,000 years and by a type of education that had nourished the minds of kings and queens, literary geniuses like Shakespeare, statesmen like America’s Founding Fathers, and Christian apologists such as C.S. Lewis.

A classical education is not so much a list of subjects as it is a set of skills. Over the centuries of the Middle Ages, a classical education was represented as

an education in seven liberal arts. The arts of a classical education were considered liberal in the original sense of the Latin root word *liber*, which means “free.” The goal of education was to produce individuals capable of exercising self-government — a truly free person.

The first three arts comprised the Trivium (Latin for “three roads”); the final four comprised the Quadrivium (Latin for “four roads”). The three language arts of the Trivium — Grammar, Dialectic and Rhetoric — trained students to acquire language and to use it well in spoken expression. The number arts of the Quadrivium — astronomy, arithmetic, geometry and harmony — trained students to observe the natural world well and to master abstract thinking. After a student received training in these seven liberal arts, he was considered fit to tackle philosophy and “the queen of the sciences”: theology.

Dorothy Sayers, a professor of theology and member of the Inklings group with C.S. Lewis and J.R.R. Tolkien, sparked a renewed interest in classical learning. After experiencing the disappointment of the modern educational experiment, Sayers delivered a speech on classical education at Oxford in 1947 titled “The Lost Tools of Learning.” Although Sayers’ short speech could not possibly cover the classical model in depth, it is a useful place to start.

To summarize briefly, in the first phase of the classical Trivium, students begin with Grammar. This stage involves memorization of the rudimentary facts of any subject. In Webster’s 1828 Dictionary, grammar is defined as the “science of vocabulary.” Students must learn the basic vocabulary of any subject — English, history, Latin, geography, science, mathemat-



ics, logic, fine arts — before they can delve deeper. Memorization comes easily to these young students and is critical preparation for the higher orders of thinking.

Modern educators often object to memorization as outmoded or unproductive. The critics ignore some very basic facts. All of us learned to speak by memorizing sounds and then learning to combine them into words. Most of us learned to read the same way. Young children are very quick to memorize commercial jingles and picture books. Classical educators seek to work with children's natural abilities to help them memorize and recite timelines of history, math facts, Latin grammar rules and English grammar definitions. In these early years, through the memorization of facts, we lay a foundation for the future study.

Next, students progress to Dialectic. Older students naturally become interested in asking why and debating. Students have now encountered a basic set of facts. As they mature, they must begin to think about relationships between the facts, and to read and discuss literature, history and current events with one another. The classical model complements their natural tendencies by teaching them formal logic and debate. In preparation for their own debates, they must be equipped to recognize and avoid errors in logic.

Grammar and dialectic, the first two stages of a classical education, have prepared the student for Rhetoric. By the end of this training, students should be able to speak and write persuasively and eloquently about any topic they have studied. During the rhetoric stage, students learn to evaluate what is true, good and beautiful in any subject. They master stylistic devices in writing and speaking so that they can clearly communicate with others. They learn to consider the best method of communicating their ideas to others by considering the most appropriate words and style to appeal to their audience.

One of the fundamental premises of a classical education is that words are im-

portant. For the Christian, this is especially true. The Bible tells us that Jesus is the Word made flesh. Through the study of formal logic, students learn to not fall prey to the words of others. Through the study of rhetoric, students learn to captivate others with their words. No other skill is so pivotal to the spreading of the gospel as the ability to speak and persuade. Of course we rely on the power of the Holy Spirit, but we arm our students with the proper tools. Our students should always be prepared to give an answer for their faith. Graduates of a classical homeschool can use their trained minds to reclaim our culture and spread the gospel.

Armed with this excellent classical model, perhaps we can reach for Milton's hopes for a good education: to stir up the students "with high hopes of living to be brave men and worthy patriots, dear to God and famous to all ages."

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## Unit Studies

This article was written by Valerie Bendt, who has over 25 years of homeschooling experience and has written several books. For more information, visit [www.valeriebendt.com](http://www.valeriebendt.com).

It might be best to start by explaining what unit studies are not. Unit studies are not textbook studies. Textbook studies entail as many as eight separate subjects, having little or no correlation. For example, you may study literature, focusing on British poets, while your geography studies center on the Middle East. At the same time your history studies may concentrate on the Civil War era. You may study biology in science and geometry in mathematics, while learning about the accomplishments of Greek mathematicians. Music studies may take you to the baroque period, while art studies focus on the paintings of American Indians, and last but not least, Bible study centers on Noah and the Flood.

You can put all this into a pot and serve a very unappetizing mush. Each of these studies has merit, but is it best to study them all at the same time? Is this the best way to learn? Is it not far better to relate one subject to another and see how they work together?

For example, years ago our family studied sign language. I was very interested in this topic, deciding the best way to learn about it was to study it with my children. When conducting a unit study, I generally try to find at least one biography to read aloud about a person who relates to our study topic. As we study real people in real space and time, history comes alive for us. History is not a series of dates and wars to

be memorized, but rather the interacting of individual with individual. Biographies allow us to become intimately acquainted with an individual and walk in his path.

While studying sign language, I chose *Gallaudet, Friend of the Deaf* to read aloud to my children. Thomas Hopkins Gallaudet was the founder of deaf education in America. History came into play as Gallaudet College in Washington, D.C., was used as a Union Army hospital during the strife-torn Civil War years. Next we read *The Story of My Life* by Helen Keller. Helen's father was a Confederate captain during the Civil War, so we were able to draw a parallel to Gallaudet's biography.

Both biographies gave a historical perspective of sign language. We used a sign-language instruction video and book and learned hundreds of signs, developing communication skills and manual dexterity. As we read the Helen Keller autobiography, we were introduced to Alexander Graham Bell. Helen Keller and Dr. Bell were closely acquainted, Dr. Bell being responsible for Helen beginning her education.

We did not study Dr. Bell and his accomplishments in depth, rather focusing on his work with sound, hearing and the ear. This added a scientific dimension to our study.

We also studied the anatomy of the human hand, the instrument of deaf communication. The children drew their hands as they formed the letters of their names as designated in the manual-sign alphabet, thus stimulating artistic abilities and appreciation for



the complexities of the hand.

The children copied and took from dictation select passages from the biographies we read. Our spelling, vocabulary, punctuation, grammar lessons and reading comprehension exercises centered on these passages, thus enhancing language arts. We wrote and talked about what it would be like to be deaf in a noisy world, therefore adding social studies to our curriculum. My older girls made books with a sign-language theme, encouraging creative writing and art.

We researched Bible verses pertaining to hearing and the ear. We noted the importance of each part of the human body and how it parallels the relationship of the members of the body of Christ. Bible stories were read and then pantomimed. These activities enhanced Bible studies.

Also, we went to the park and I pretended to be deaf. My children had to communicate with me for an hour without speaking. This was very frustrating for them as I sat in the swing, not paying them any attention. Soon they forgot the rules and called to me from the top of the slide. After getting no response, the children learned they had to come and tap me on the shoulder or stand in front of me in order to be noticed. We discussed this afterward, thus strengthening observation and thinking skills.

We visited Helen Keller's home in Tusculum, Ala., and saw the outdoor play about her life, *The Miracle Worker*, therefore adding drama to our study. Geography studies were strengthened as the children followed the road map from state to state as we journeyed to her home.

As you can see, we touched on many subject areas during this unit study on sign language. Our attention was geared to our primary study of sign language; however, skills in other subject areas were strengthened along the way. Basic skills can be taught and enhanced meaningfully through unit studies. Children see the necessity for learning skills as they need

them to study a topic.

It is obvious that focusing on one topic at a time is a natural way to learn. Our energies are not consumed by dividing our efforts in five or six subject areas that have no correlation. Multiply this confusion times two, three, four or more children working at different levels on different subjects in different textbooks, and calamity results! With unit studies, the entire family can study a topic together. Naturally, the older children will pick up more than the younger children, and their studies will be more in depth.

Hopefully this illustration explains what a unit study encompasses. It is simply a study that focuses on one topic at a time. While investigating this topic, a variety of subject areas are explored. A unit study is what each person makes it. It can be a brief topical study or a lifelong quest, and can be tailored to meet the needs of individual families.



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This article was written by Sonya Shafer, a 2013 FPEA Florida Homeschool Convention speaker who specializes in the Charlotte Mason method. For more information, visit [simplycharlottemason.com](http://simplycharlottemason.com).

# Charlotte Mason Method

**C**harlotte Mason was a British educator who lived more than 100 years ago, yet her timeless ideas and practical methods are treasured by many homeschool families today. You can summarize Charlotte's approach to education in three key words: "Education is an Atmosphere, a Discipline, a Life."

By "atmosphere," Charlotte spoke of the environment our children grow up in. She knew that the ideas that rule our lives as parents will have a profound impact on our children — will educate them.

By "discipline," Charlotte emphasized the importance of training our children in good habits — habits that will serve them well as they grow. Good habits are a powerful influence on our children and must play an important part in their education.

By "life," Charlotte wanted to remind us that "all the thought we offer to our children shall be living thought; no mere dry summaries of facts will do." And the methods that Charlotte used presented each subject's material as living ideas.

Here is an overview of the key elements of Charlotte Mason's methods:

## Living Books

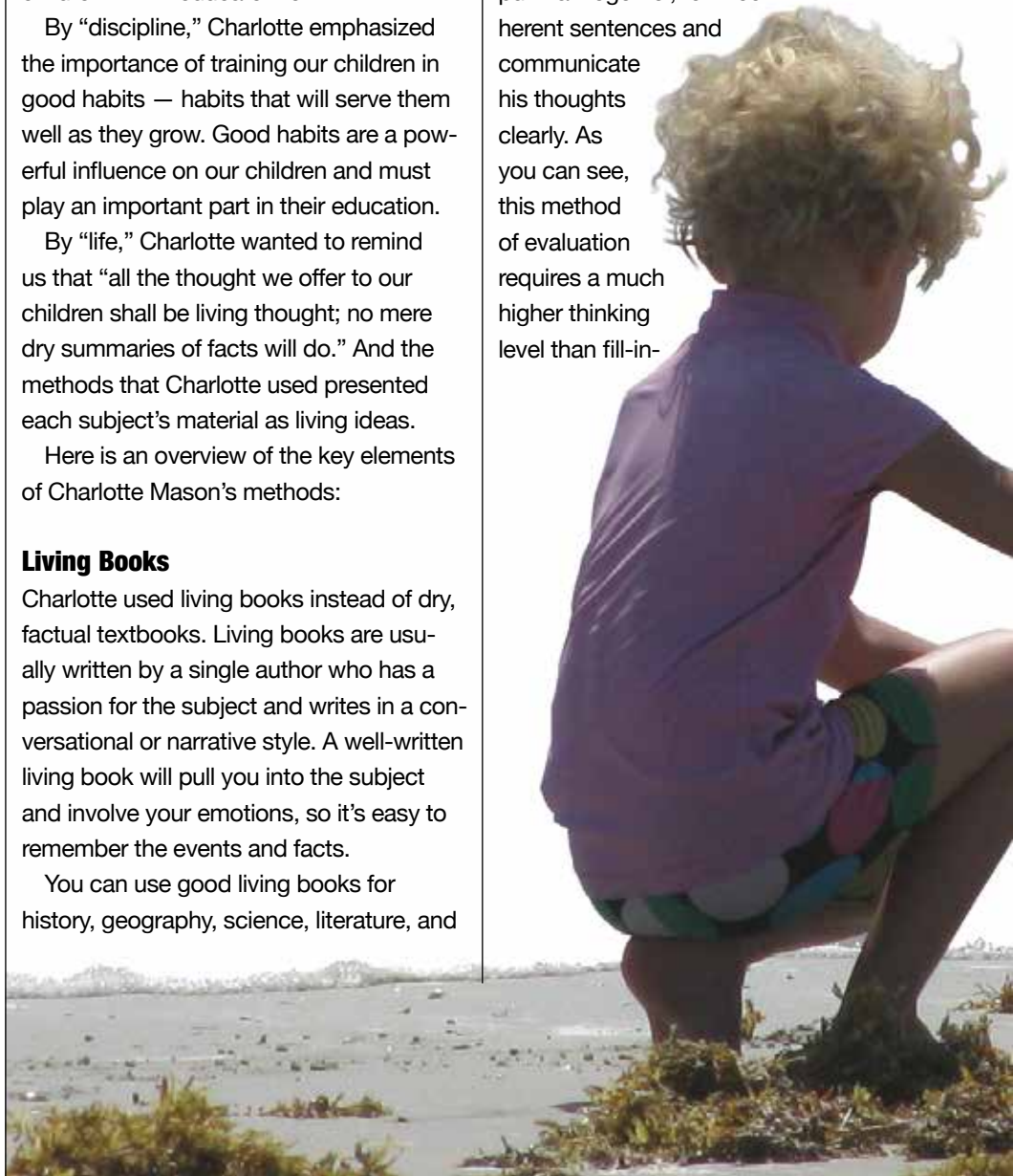
Charlotte used living books instead of dry, factual textbooks. Living books are usually written by a single author who has a passion for the subject and writes in a conversational or narrative style. A well-written living book will pull you into the subject and involve your emotions, so it's easy to remember the events and facts.

You can use good living books for history, geography, science, literature, and

more. There are thousands of living books to choose from!

## Narration

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard or read. Though it sounds like an easy method, it is actually a powerful learning tool. The child must listen attentively, retain the information, think it through, recall the sequence, mix in his opinion and impressions, and then put it all together, form coherent sentences and communicate his thoughts clearly. As you can see, this method of evaluation requires a much higher thinking level than fill-in-



the-blank or answer-the-posed-question-with-a-fact.

So read some of your living book and then ask your child to narrate, or tell it back. Word the question in an open, essay-type form, such as “Tell all you know about . . .” or “Describe . . .” As the child gets older, narrations can be written as composition lessons in a variety of styles.

Charlotte interspersed reading and narrating with other activities that used different parts of the brain and body and added variety to the days.

### **Nature Study**

Charlotte’s students experienced the original field trips: once a week they went to the field or meadow or pond to do nature study. You can do the same, even if it is only in your backyard. Get each student a blank sketchbook, then go outside and look around. Record your observations in your sketchbooks, either in writing or drawing. If you see a plant or insect or bird you don’t know, check a field guide or research the Internet to find out its name and label it in your book. This type of nature study lays the foundation for science lessons and gives you the benefit of a refreshing change of pace outside.

### **Art and Music**

You can also add art appreciation and music appreciation to your homeschool very simply. Choose one composer and listen to his works for six to 12 weeks. You can play his music

in the background during lunch or listen to it as you run errands in the van. After six weeks or more, your children will have a pretty good feel for that composer’s style.

The same goes for artists. Choose one artist and “study” six of his works, one at a time. Here’s how to do a once-a-week picture study: Display a picture and mention the artist who created it. Have children look at the picture until they can see it clearly in their minds’ eye. When all children are ready, turn the picture over or close the book and ask them to describe the picture. When their narration is finished, display the picture again and notice together any new aspects. Display the picture in a prominent location in your home so children can look at it throughout the week. The next week, select a different picture by the same artist and repeat.

### **Foreign Language**

Charlotte’s students learned several languages during their school years, but they all started the same way: hear it and speak it before you ever read and write it. Take advantage of people around you who are fluent in another language. Spend time with them, learning the names of objects around your house, then putting more words with those until you can hear and speak sentences. Several computer programs are available to help with the reading and writing aspect once you get to it, but remember to focus on the hearing and speaking first.

### **Math**

Math should be a hands-on activity, especially during the younger grades. Charlotte





emphasized the importance of working with things before working with symbols on paper. So make sure your children have plenty of practice learning math concepts with concrete objects.

### **Handicrafts**

Charlotte taught the children a variety of handicrafts, one at a time. Don't worry if you don't know how to knit or sew or whatever handicraft you want your child to learn. Look for relatives, neighbors and friends who would love to pass on their special crafts. You can also use videos and resources online or at local craft shops that will allow you and your child to proceed at your own pace. Set aside some time once a week to learn and practice an enjoyable handicraft.

### **Handwriting and Spelling**

Charlotte used interesting passages and portions of good living books to teach handwriting and spelling. As the child carefully

copies a noble poem, an interesting excerpt or an inspirational quotation in his best handwriting, he also absorbs correct spelling and grammar and punctuation rules.

Using passages for spelling lessons gives many of the same benefits. Have your child study the sentence or passage, paying careful attention to the spelling of the words in it. When he is ready, dictate the excerpt and have him write it. Your child will be seeing the words used in context and developing the important habit of looking at how words are spelled as he reads. Besides, learning spelling from a living book is much more interesting than from a list!

Interesting books, telling what you know, and a variety of purposeful and enjoyable activities make up the Charlotte Mason method. Combine them with training in good habits and you have a well-rounded, effective approach that educates the whole person — both who your child is right now and who he is becoming.

# Learning Lifestyle

**H**omeschooling is more than “schooling.” If it were simply about academics, we could easily replicate what goes on in the public or private schools. But for most of us, the reason we homeschool involves intangibles, conviction, philosophies that are hard to express, a want of “something better” than what is available elsewhere. Homeschooling is also about “home.” We are not simply teachers, although we are certainly mentors; we are also parents — parents with the responsibility to train our children. The training of our children, in all areas of life, revolves around our lifestyle.

Several veteran homeschoolers seemed to have arrived at the same conclusion at about the same time: This is about more than “school.” This is about life! Their families are different, their interests different, their bents different, their academic emphasis is different, their methods are different. One family has a more Charlotte Mason foundation; another classical. Several are big into unit studies; one has a Principle Approach background. All have made time and space to observe their children and help them follow their interests. All seem to have found themselves at a place where they can say: “Hey, this is what we do! It’s great fun! Our entire family is involved. The learning doesn’t end.” Learning has become their lifestyle!

Homeschooling is such an abundant opportunity! How blessed we are to be able to spend time with our children, to enjoy them, to learn about them and from them, and to encourage them in their life pursuits! We are blessed because we have an opportunity to provide a real education that fits each child versus a generic education that ends with a piece of paper that says “finished.”

We are blessed because we have an opportunity to train them in the way they should go, to help them find the particular work they have been created to do. We are

blessed because we have an opportunity to teach them that learning never ends!

How can you foster a lifetime learning mentality? How can you provide your children the direction they need to find their niche?

Trust! “For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand that we should walk in them” (Ephesians 2:10).

Teach your children “how” to learn so that they will be prepared for any path they choose.

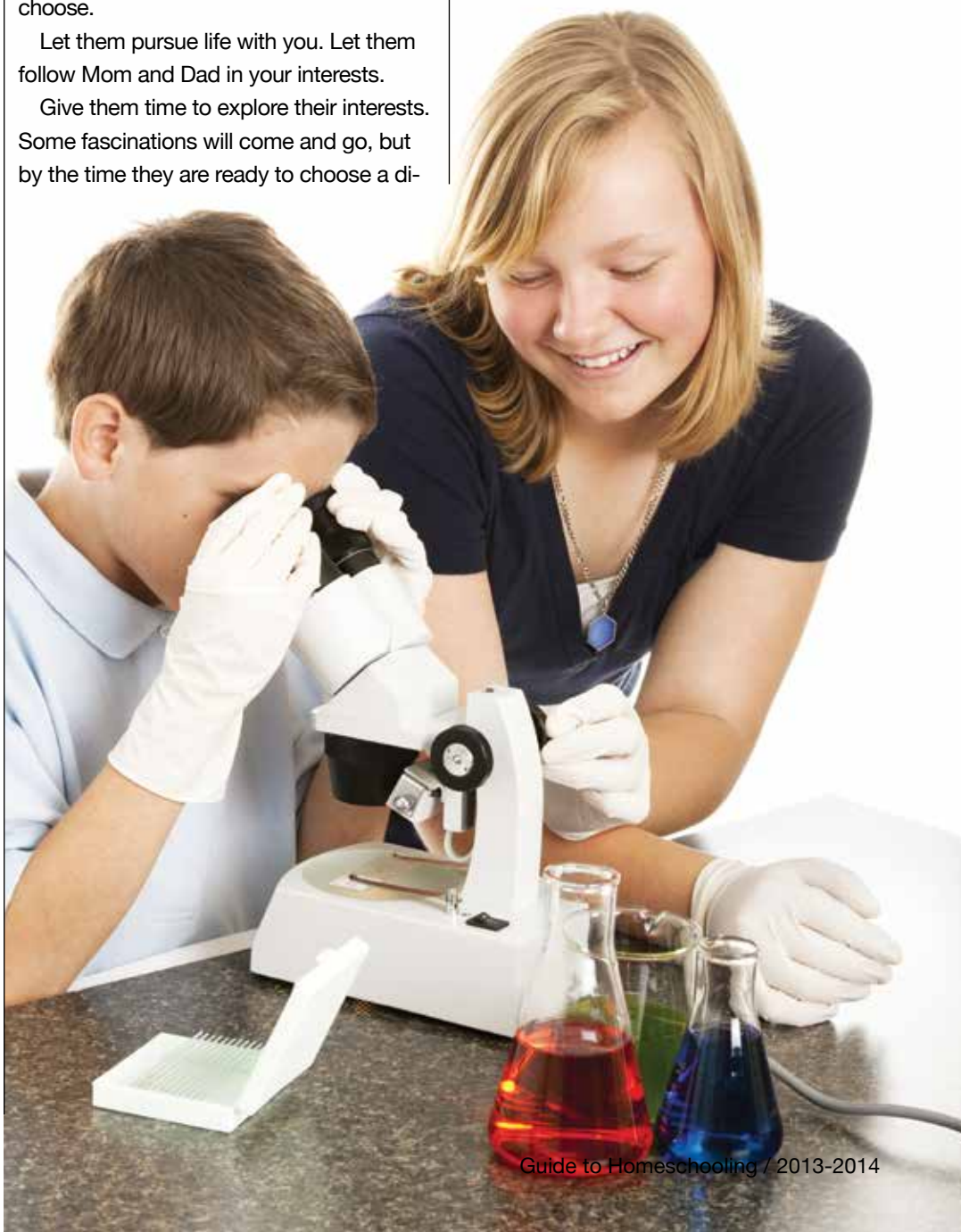
Let them pursue life with you. Let them follow Mom and Dad in your interests.

Give them time to explore their interests. Some fascinations will come and go, but by the time they are ready to choose a di-

**T**his article is adapted from a posting at

[homehearts.com/teaching-toolbox/](http://homehearts.com/teaching-toolbox/)

[learning-lifestyle](#) (accessed August 27, 2012).



rection, hopefully they will have some idea of the path they wish to take.

Keep your eyes open! When you see your child expressing an interest in something, feed it!

Don't push it, of course, but provide books, kits and materials that will encourage your child. If the interest wanes, no problem. Another is sure to surface.

Don't fill up on scheduled activities (sports, music, 4-H and the like).

While some of these activities have their place, unless it is your child's current "passion," give your children the freedom to find their own interests.

For older students, just ask! They may surprise you with interests you didn't know they had!

### **Spirit-Led Homeschool**

How many times have we changed curriculum, adjusted schedules, added one more activity or switched support groups

— and continually fallen short of the results we desired? When we finally decide to give up our own failed plans and become a tool in the Master's hand, we cannot help but to succeed.

### **Life Purpose**

So many times the push of the curriculum and the pull of the schedules leave the child behind. Each child is unique! We have an opportunity to mentor them — encourage them in their weak areas, help them develop their strengths and guide them in the pursuit of their life-long interests.

### **Apprenticing Our Children**

Although at times we may wish it were not so, children learn best by watching us! Every moment is an opportunity to pass something along. If they see us pursuing our interests in a learning lifestyle, they will likely follow suit.



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# The Principle Approach

The Principle Approach method of education is the manner of consistent and ordered teaching and learning that produces Christian character and self-government, Christian scholarship, and biblical reasoning for lifelong learning and discipleship.

The notebook method is an essential component to the Principle Approach that governs the teacher and student in their participation in each subject. It establishes a consistent tool and standard of Christian scholarship. The learners are producers as they build their own daily record of a subject, taking ownership of the learning process. The notebook method embraces the four steps of learning: research, reason, relate and record. It aids in the biblical purposes of education by “enlightening the understanding, correcting the temper, and forming the habits of youth that fit him for usefulness in his future station” (excerpted from the Webster’s 1828 Dictionary definition of education). The notebook method is the product of the student’s creativity and a permanent record of his productivity. It

assists parents and teachers in overseeing progress and visually demonstrates the character development, diligence, and responsibility of the student.

## Workbook Method

- Curriculum is structured by the pursuit of information and its regurgitation. Glorifies man and his knowledge.
- Produces no record of learning — papers are discarded, workbooks destroyed. Student has no sense of value for the effort.
- Parents are uncertain of what is being taught.
- Produces the ability to take short answer tests with a “recognition” mentality. Students parrot back the “right” answers for the A on the test.
- Discourages a lifelong enjoyment of learning.
- The burden of learning rests on the teachers!

## Notebook Method

- Curriculum is structured by biblical prin-

This article is adapted from a posting on the Foundation for American Christian Education website ([www.principleapproach.org/?page=pa\\_characteristics](http://www.principleapproach.org/?page=pa_characteristics) — accessed August 27, 2012).



## The Seven Principles

1. God's Principle of Individuality
2. The Principle of Christian Self-Government
3. The Principle of Christian Character
4. Conscience Is the Most Sacred Property
5. The Christian Form of Our Government
6. Planting the Seed of Local Self-Government
7. American Political Union

ciples and leading ideas. Glorifies God as the Author of the subject.

- Produces a permanent record of learning. Student values his labor and is able to refer back to his study. Parents see what is being taught and required, and supervise the child's progress.
- Produces reflective understanding. Essay tests require an understanding of principles and concepts. Students reason for themselves and solve problems.
- Produces philomaths — people who love and pursue a lifetime of learning. The burden of learning rests on the student!

Recording what he has learned in his notebook using his writing skills and his own ideas, conclusions and creativity. Each child's notebook is a reflection of his unique individuality!

### 4-R'ing

In every subject at every grade level, the student is required to actively participate in his learning by:

1. Researching the subject, word or study
2. Reasoning through identifying the leading idea and basic principles
3. Relating it to other areas of study and the world around them
4. Recording what he has learned in his notebook using his writing skills and his own ideas, conclusions and creativity.

Reasoning from recurring biblical principles and leading ideas, every study draws out a leading idea that relates to one or more of the seven basic principles

built on God's Word. The seven principles (see box) are the documented source of America's Christian founding as identified in *The Christian History of the Constitution of the United States of America: Christian Self-Government, Vol. 1*. Each principle builds on the one before.

Reflective learning — the student internalizes principles that shape his thinking and behavior— internal to external.

Keyword study — using Noah Webster's 1828 *American Dictionary of the English Language*, students study the meanings of words defined whenever possible from the Bible, their original root and etymology, and research the meaning of other words found in the definition. Through this study, students truly understand the word and gain the ability to articulate an idea, acquire mastery of the English language, and learn its application to history and today.

Fine arts and liberal arts emphasis — building the person from the inside out requires the teacher to encourage the student's creativity, talent, gifts and inherent skills, seeking each one's unique purpose in Christ.

The classroom constitution — instills Christian character and conscience by empowering the student to take responsibility for his own learning and the learning environment where he contractually agrees to practice self-government.

Mastery learning — repetition of basic recurring principles at every grade level, continually applying age-appropriate methods to enable the student to internalize and understand his subject of study.

# Unschooling

It is very satisfying for parents to see their children in pursuit of knowledge. It is natural and healthy for the children, and in the first few years of life, the pursuit goes on during every waking hour. But after a few short years, most kids go to school. The schools also want to see children in pursuit of knowledge, but the schools want them to pursue mainly the school's knowledge and devote 12 years of life to doing so.

In his acceptance speech for the New York City Teacher of the Year award in 1990, John Gatto said, "Schools were designed by Horace Mann . . . and others to be instruments of the scientific management of a mass population." In the interests of managing each generation of children, the public school curriculum has become a hopelessly flawed attempt to define education and to find a way of delivering that definition to vast numbers of children.

The traditional curriculum is based on the assumption that children must be pursued by knowledge because they will never pursue it themselves. Most children don't like textbooks, workbooks, quizzes, rote memorization, subject schedules and lengthy periods of physical inactivity. One can discover this — even with polite and cooperative children — by asking them if they would like to add more time to their daily schedule. I feel certain that most will decline the offer.

The work of a schoolteacher is not the same as that of a homeschooling parent. In most schools, a teacher is hired to deliver a ready-made, standardized, yearlong curriculum to 25 or more age-segregated children confined in a building all day. The teacher must use a standard curriculum, not because it is the best approach for encouraging an individual child to learn the things that need to be known, but because it

is a convenient way to handle and track large numbers of children. The school curriculum is understandable only in the context of bringing administrative order out of daily chaos, of giving direction to frustrated children and unpredictable teachers. It is a system that staggers ever onward but never upward, and every morning we read about the results in our newspapers.

One alternative approach is "unschooling," also known as "natural learning," "experience-based learning" or "independent learning." Before I talk about what unschooling is, I must talk about what it isn't. Unschooling isn't a recipe, and therefore it is impossible to give unschooling directions for people to follow so it can be tried for a week or so to see if it works. Unschooling isn't a method; it is a way of looking at children and at life. It is based on trust that parents and children will find the paths that work best for them without depending on educational institutions, publishing companies or experts to tell them what to do.

Unschooling does not mean that parents can never teach anything to their children, or that children should learn about life entirely on their own without the help and guidance of their parents. It does not mean that parents give up active participation in the education and development of their children and simply hope that something good will happen. Finally, since many unschooling families have definite plans for college, unschooling does not even mean that children will never take a course in any kind of a school.

Then what is unschooling? I can't speak for every person who uses the term, but I can talk about my own experiences. Our son has never had an academic lesson, and has never been told to read or to learn mathematics, science or history. Nobody has told him

This is an edited and adapted version of an article written by Earl Stevens (found in its entirety at [www.naturalchild.org/guest/earl\\_stevens.html](http://www.naturalchild.org/guest/earl_stevens.html) — accessed August 27, 2012).

about phonics. He has never taken a test or been asked to study or memorize anything. When people ask, “What do you do?”, my answer is that we follow our interests, which inevitably lead to science, literature, history, mathematics and music — all the things that have interested people before anybody thought of them as “subjects.”

A large component of unschooling is grounded in doing real things, not because we hope they will be good for us, but because they are intrinsically fascinating. There is an energy that comes from this that you can’t buy with a curriculum. Children do real things all day long, and in a trusting and supportive home environment, “doing real things” invariably brings about healthy mental development and valuable knowledge. It is natural for children to read, write, play with numbers, learn about society, find

out about the past, think, wonder and do all those things that society so unsuccessfully attempts to force upon them in the context of schooling.

While few of us get out of bed in the morning in the mood for a “learning experience,” I hope that all of us get up feeling in the mood for life. Children always do so — unless they are ill or life has been made overly stressful or confusing for them. Sometimes the problem for the parent is that it can be difficult to determine if anything important is actually going on. It is a little like watching a garden grow. No matter how closely we examine the garden, it is difficult to verify that anything is happening at that particular moment. But as the season progresses, we can see that much has happened, quietly and naturally. Children pursue life, and in doing so, pursue knowledge. They need adults to trust



in the inevitability of this very natural process, and to offer what assistance they can.

Parents have many questions about fulfilling state requirements. They ask, “How do unschoolers explain themselves to the state when they fill out the paperwork every year? If you don’t use a curriculum, what do you say? What about required record keeping?” To my knowledge, unschoolers have had no problems over matters of this kind. This is a time when even many public school educators are moving away from the traditional curriculum, and are seeking alternatives to fragmented learning and drudgery.

Unschooling is a unique opportunity for each family to do whatever makes sense for the growth and development of their children. If we have a reason for using a curriculum and traditional school materials, we are free to use them. They are not a

universally necessary or required component of unschooling, either educationally or legally.

Allowing curriculums, textbooks and tests to be the defining force behind the education of a child is a hindrance in the home as much as in the school — not only because it interferes with learning, but also because it interferes with trust. Even educators are beginning to question the pre-planned, yearlong curriculum as an outdated, 19th-century educational system. There is no reason that families should be less flexible and innovative than schools.

Unschooling provides a unique opportunity to step away from systems and methods, and to develop independent ideas out of actual experiences, where the child is truly in pursuit of knowledge, not the other way around.



## Delayed Academics

This article was written by Martin and

Carolyn Forte — its full-length version

may be found at [www.excellencein](http://www.excellencein)

[education.com/mm5/merchant.](http://education.com/mm5/merchant)

[mvc?Screen=WORD6&Store\\_Code=EIE](http://mvc?Screen=WORD6&Store_Code=EIE)

(accessed August 27, 2012).

As children are pushed to achieve academic goals at earlier and earlier ages, the incidence of learning disabilities is growing at an alarming (some say epidemic) rate. There may be a host of root causes, from immune response issues to dietary and familial problems, but one factor is susceptible to immediate control by parents who choose to homeschool, and that is the age at which traditional academic work is introduced to their children.

Teaching and learning are neither difficult nor mysterious. It does not take a trained expert to teach the phonetic code to a child who is ready. Ready is the operative word. As a former first-grade teacher who learned to read in the first grade, I once thought all children could and

should learn to read at age 6. It took a determined homeschooling neighbor, my own “late” reading daughters, and the research of pioneering homeschool advocates Raymond and Dorothy Moore to convince me otherwise.

Dr. and Mrs. Moore’s first book, *School Can*

*Wait*, and its twin for laymen, *Better Late Than Early*, introduced me to the facts about education and child development. The Moores collected early childhood research from medicine, ophthalmology, neurology and psychology and came to the inescapable conclusion that for most children, the optimum age to begin formal academics is between the ages of 8 and 12! For those of us steeped in the culture of early academics, this is a strange pill to swallow. But the Moores didn’t stop with mere laboratory research; they studied homeschool families in the ‘70s and ‘80s to see what happened when children were free to learn at a more natural pace. The result was several more books, culminating with *The Successful Family Homeschool Handbook*. This volume elaborates on “The Moore Formula” they developed over the years as they combined research with practical application.

The “Moore Formula” includes three elements in approximately equal portions: study, work and service. Though they do not recommend formal academic studies before age 8 and in some cases as late as 12, this does not mean that the child does not learn anything until age 8. Children are learning voraciously from birth, and

only the roadblock of clumsy “schooling” can hinder or stop a child’s otherwise insatiable thirst for knowledge. Books are useful and important tools, but for a young child, the world is filled with much better learning opportunities than can be found on the printed page alone. When a child is allowed to explore and question and wonder, whole worlds of interest can open that might never be discovered otherwise. In this homeschooling style, a child might learn to read at 5, 7 or 12, depending on the child.

This more relaxed early learning/teaching style will incorporate important developmental areas often neglected or ignored by formal curricula: listening, hand-eye coordination, large motor skills, spatial relationships, personal relationships, knowledge about the physical environment, memory development, imagination, logic and many more. Because of the overwhelming presence of electronic media in our lives, children often have difficulty using their own imagination or even listening to a story without pictures. They are so bombarded with constant sound from radio, TV and electronic games that they can hardly think for themselves. Giving children time in the early years (hopefully with a minimum of TV, etc.) to develop physically, neurologically and emotionally allows them to move into formal academics with a maximum of preparedness and energy.

Delayed academics does not mandate delayed reading; it encourages parents to wait until their children are ready. Until that time, parents can read to their children, play games with letters and sounds, and watch for signs that their children are beginning to catch on to the code. Once that happens, you cannot stop a child from reading. Some will move quickly and others will make slower progress, but as long as the instruction is phonetic (this is vital), children will make gradual progress until they are reading at an adult level.

With our children, we used the Moore

Formula instead of a formal curriculum.

The girls worked at many jobs and invented as many businesses, including one, Fun Ed, that is still thriving as part of the Excellence In Education Resource Center. They were involved in numerous service projects culminating in overseas mission work.

This happy ending would not have been possible without the concept of “delayed academics,” for our daughters would have been labeled early and often had we taken our little non-readers to the “experts.”

Thankfully, we went instead to the Moores, who told us that as long as they were making progress, we should not worry. They were right!

As homeschoolers, we have rejected the educational “system” for a variety of reasons; we have stepped outside the box. Remember that the box includes much more than just the building.

Stepping outside the box and giving our children the very best tailor-made education includes questioning the school schedule and curriculum as well. Things that are mass-produced are never of the finest quality, and the same goes for a copy of a mass-produced item.

The best education for your child is one that is developed for his or her unique learning schedule and learning style. Only the parent can judge the appropriateness of the schedule by watching for things to “click,” but we can get quite a bit of guidance from Raymond and Dorothy Moore’s many books on homeschooling and by Willis and Hodson’s Learning Style Profile found in *Discover Your Child’s Learning Style*. Trying to get a head start by pushing early academics can backfire, causing difficulties for years to come. Instead of worrying about a “learning disability” because your child does not fit the style and sequence of “in the box” schools, spend your energy on developing your child’s natural interests. You will be amazed at the results.

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**T**his article was written by Kari Kremin, former FPEA District 1 Director.

# Single Parents

**B**eing a single parent is a frightening experience on its own, but add in the idea of homeschooling, and the only word that comes to mind is terrifying! I have been a single parent for 13 years, my ex-husband signing away all his rights to our children. Without the support of family and friends, I cannot say I would have made the decision to homeschool. I definitely would not have kept my faith and sanity.

My life is blessed with two incredible daughters, one in high school and the other in middle school. The decision to homeschool was not one that was made easily for me. My mother retired from the school board, and I had worked in first grade while expecting my oldest child. Public school was always the assumed route for our family, but God had a different plan for us. After working with my daughter at home and hearing about such issues as bullying and other violence, I began to question placing her in public school. I enjoyed staying home with my children and choosing their educational experience. I knew from my time working in the school system that a child needed to fit into a certain mold in order to avoid the pitfalls of a public school classroom. Sharing these thoughts with a friend, it was suggested I try homeschooling.

Our homeschooling journey began reluctantly and with a whole lot of fear — but it began right at that moment. I had just begun working from my home and had confidence that I could support us in a modest lifestyle. A friend directed us to a church that had a Bible-based girls club for homeschoolers where my daughters and I could meet others. We attended field trips and learned about all the different aspects of homeschooling from fellow club members.

Twelve years later, I cannot imagine another path for us! My daughters have not only excelled in their school studies, but

have also flourished beyond measure. As for socialization, they have homeschooling friends they have grown up with, and make new ones all the time.

Now in leadership of a local homeschool group, I have a network of friends who will laugh, cry, worry and carpool with me. Between teen nights, moms nights and our local co-op, we stay busy and never experience a dull moment. When I have questions about books to read, curriculum to look over or movies to share with my girls, all I need to do is call someone in our homeschool group. We share prayer requests through texts and Facebook; we rejoice in praises.

Needless to say, my first bit of advice to a single homeschool parent is to find a homeschool group that fits your needs and that of your child(ren). This is true for any homeschooler, but especially so for a single parent due to the support and help that can be garnered, such as carpooling, babysitters and advice. There may come a time when you cannot attend a field trip due to an appointment, yet another homeschool mom can simply allow your child(ren) to ride along with her family. Your homeschool community is priceless.

Second, gather your resources, as there are many specifically for single-parent homeschoolers. Many large organizations have special programs for single parents. The FPEA Homeschool Foundation has a wonderful scholarship program that can take some of the worry out of curriculum costs. Search online for all the available programs out there waiting for you. Also check your local library and public school resource warehouse. Some offer free educational texts and parenting books that are available to homeschoolers. Used-curriculum sales often have inexpensive books and even freebies for your use.

Two areas that are critical to single parenting and homeschooling alike are



discipline and structure. Without clear rules on what is acceptable and consequences that result from disobedience, your home will never run smoothly. You and your children are a team, and all those within your team must work together to make it the best possible for everyone. Chore charts and rewards are a great way to set some of the house rules. Make the rewards beneficial to your family by adding such prizes as movie nights or game nights including popcorn, movie candies and fun foods you do not normally serve for dinner. Have a gourmet pizza night and allow the kids to create their own dinner with French bread or tortilla shells as the crust and a variety of toppings they helped choose during your grocery store visit. Rewards such as those make for a fun, family-oriented, inexpensive way to encourage your children.

Finally, if you are fortunate enough to have your family living close by, take advantage of it. Your family can give you the encouragement you need in your daily life. Family also gives children the support they need and a rich history of stories about their heritage. Allowing your children to spend an afternoon or a weekend with their grandparents can give you a much-needed break to recharge your batteries. Not to mention that your mother, aunt, cousin or father may relish the idea of attending a field trip with your children or helping out in co-op. My family has been the sole reason I am able to raise my children and educate them at home. With the love of my parents, my children have never missed a second parent, as my parents are the “other parent” in our family.

The journey may be daunting, the stereotypes annoying, but at the end of the day we have the perfect family. Don't allow the day-to-day speed bumps to stop, distract or dishearten you. God has placed you in your child(ren)'s life to guide them and care for them. No one can be a better parent or teacher to your children than you.

Is it hard? Yes, it can be, but being a



parent in general is no easy task. Are there days when you just want to give up, give in and walk away? Yes. However, you will never walk down a road alone, as you will always have someone beside you to hold your hand. At least until they become teens — then you have someone to walk behind you. Someone who, despite their snippy comments and dirty bedroom, is watching the parent who raised them and secretly admiring all you have sacrificed for them. So know this: You set the prime example of strength and love above all odds. Congratulations, single parent homeschooler, you have arrived!

# Homeschooling the Special-Needs Child

**P**arents who choose to homeschool their special-needs children operate on an elevated level of determination, courage and commitment. Not only must they go against the flow of the general public and educational experts, but they also must accept that certain schooling approaches that work well for other homeschool families are counterproductive for them.

However, just like all other home-educating parents, parents who homeschool children with learning difficulties strive to create a framework for effective learning. Finding a way to present material to a child while matching his learning style is of extra concern in developing an effective special-needs homeschool program.

It's also important to remember that under any circumstances, the parent is the expert when it comes to knowing a child's likes, dislikes, strengths and weaknesses, and in knowing which teaching methods are likely to work. The choice of schooling approach lies with the one most qualified to

make that determination — the parent.

Even educational experts can make mistakes in diagnosing learning difficulties. Many families have worked beyond the initial limits and labels that traditional educational institutions have placed on their children. The homeschool community is full of their success stories.

Now, more than ever, resources are available to help homeschoolers meet the requirements of special-needs students. These resources include support organizations, newsletters, how-to books, manipulatives, textbooks, workbooks, evaluation personnel, testing and software. The problem is not necessarily in finding help, but in not being overwhelmed by the plethora of choices.

## Support Organizations

### NACD

National Association for Child Development

An organization of parents and professionals dedicated to helping children and adults reach their full potential. 801-621-8606, [info@nacd.org](mailto:info@nacd.org), [www.nacd.org](http://www.nacd.org)

### NATHHAN NEWS

NATIONAL cHallenged Homeschoolers Associated Network

Provides encouragement for families homeschooling special-needs children. Membership includes a newsletter and lending-library privileges, as well as other information useful for those schooling special-needs children. 208-267-6246, [nathanews@aol.com](mailto:nathanews@aol.com), [www.nathhan.com](http://www.nathhan.com)

### PREACCH

Parents Rearing and Educating Autistic



### Children in Christian Homes

This organization offers e-mail support.  
[www.bondingplace.com/bkpreacch/index.html](http://www.bondingplace.com/bkpreacch/index.html)

## Guides and Books

### *Home Schooling Children With Special Needs*

by Sharon C. Hensley

### *Special Needs Resource Guide*

by Patty Rendoff

Provides names and contact information for many manufacturers of materials for special-needs students.

### *Strategies for Struggling Learners – A Guide for the Teaching Parent*

by Joe P. Sutton, Ph.D.

Instructs parents on teaching children who struggle with learning, attention or behavior problems.

## Resources

### *Montessori at Home*

by Heidi Anne Spietz

Lists publishers that offer materials.

### *Joyce Herzog*

Offers her writings and personal counseling, honed by a master's degree in learning disabilities.

423-553-6387, [joyceoffice@aol.com](mailto:joyceoffice@aol.com), [www.joyceherzog.com](http://www.joyceherzog.com)

### *IEP Manual*

by Jim and Debby Mills

Provides a format for systemic, individualized education planning for a “challenged” student.

619-469-5822, [millsfolk@juno.com](mailto:millsfolk@juno.com)

### *Merritt Speech & Learning*

Dana M. Merritt, M.S., CCC-SLP, IMT

Based in Jacksonville, Merritt Speech offers diagnosis and treatment of communication disorders due to developmental

delay, as well as auditory, visual and motor-processing disorders. Dana has over five years of experience teaching grades K-5 in a homeschool setting.  
 904-721-4122, [info@merrittspeech.com](mailto:info@merrittspeech.com), [www.merrittspeech.com](http://www.merrittspeech.com)

## Evaluations

### Educational Diagnostic Prescriptive Services



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[contact@edudps.com](mailto:contact@edudps.com), [www.edudps.com](http://www.edudps.com)

### The Learning Connection

(Steve Shapiro)

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**T**his article was written by Dianne Craft, president of Child Diagnostics in Littleton, Colo. For more information, visit [www.diannecraft.org](http://www.diannecraft.org).

# Asperger's Syndrome

**I**n the United States, one family out of 150 has a child struggling with Asperger's Syndrome or autism. This represents a 500 percent increase in the past 10 years. Homeschooling families are not immune to this phenomenon.

Over 50 years ago, Viennese pediatrician Hans Asperger identified a consistent pattern of behaviors that occurred predominantly in boys. In the 1990s the prevailing view was that Asperger's is a variant of autism and a pervasive developmental disorder (meaning it affects the development of a wide range of abilities). It is now considered a subgroup in the autism spectrum, occasionally being called "high-functioning autism."

Even though autism and Asperger's are spoken of in the same sentence, they frequently are different in their manifestations. Pediatricians Perri Klass and Eileen Costello use another term to describe the hundreds of thousands of kids "outside the common patterns." They describe them as kids with high IQs who can't read facial expressions, who prefer vacuum cleaners to toys, who hate the feel of sand or wind, who have no idea how to make friends, and who may suffer daily over things that come easy to others.

The need for labels often remains, because without a label, certain services would not be publicly funded. However, the main goal is to meet the needs of these children, not to label them.

Many parents find that the very best educational setting for these wonderful children is at home. Since these children are often gifted learners, at home they are free to explore topics of interest to them. Also, since peer relationships aren't their strength, they are not distracted by the constant need to interact with peers. Their siblings and parents can be their friends. They learn appropriate social interaction in the home setting.

The one thing all these children have in common is that they easily experience sensory overload. Their sensory system shouts "red alert" when something as insignificant as a label on a shirt, a lump in the yogurt or an unexpected touch occurs. They are not comfortable in their own skin. Anxiety rules much of their day.

## Natural Treatments

Many physicians believe there is a physical, biological basis to the behavior of these children. They report many behavioral changes that occur when parents take care of physical/nutritional needs. When physicians at Johns Hopkins University studied the brain scans of children with Asperger's and autism behaviors, they found that all these children suffered from inflammation of the brain.

Let's look at some of the most common biological causes and treatments of Asperger's-like behaviors that parents and knowledgeable health professionals have found.

## Yeast Overgrowth

In the bowel, bacteria and yeast/fungus reside. When this "rain forest" is not imbalanced, the neurotransmitters manufactured in the bowel remain undisturbed. When the good bacteria is reduced via antibiotics or steroids (in utero or as an infant), the yeast/fungus overgrows, causing a release of toxins into the bloodstream. These yeast toxins cause many behavioral upsets. Thousands of parents report very positive changes in their child's behavior and learning when they take natural steps to rebalance their child's gut ecology.

## Diet

Many of these struggling children have limited their diet to just a few foods, al-

most all being carbohydrates. We call them “carbivores.” Pasta, bread, milk, macaroni and cheese, pizza, french fries, and chicken nuggets tend to make up their diet to a great extent. Before you can change the diet, you will need to reduce the craving. The craving is caused, generally, by a yeast overgrowth. It is important to do a three-month program of acidophilus and a natural anti-fungal. The fourth week into the program, your child should be ready for a reduction of sugar and carbs.

### Neurotransmitter Imbalance

Serotonin is called the “feel-good neurotransmitter” because it reduces anxious feelings and calms the nervous system. The body naturally makes a supply of this for the nervous system in the bowel. Yeast overgrowth keeps it from being manufactured well, as does a diet high in sugars. The main food for this neurotransmitter is the essential fatty acids, as well as the tryptophan in a natural product called 5HTP. If your child is not taking any medication, you may want to look into the use of 5HTP to supply this missing neurotransmitter.

### Food Allergies

Inflammation is a common result of the histamine release that takes place because of food allergies. Children tend to crave what they are allergic to, many tending to crave dairy and wheat. For them, this can be a large source of the inflammation that the Johns Hopkins study reported. These children all tend to have food allergies (even if they don’t seem to test for them), and many parents have seen dramatic changes when they begin an allergy elimination diet.

### Metal Accumulation

In the 1990s the number of vaccinations that a child received nearly tripled. We know that those vaccines contained the preservative thimerosal, which is nearly 50 percent mercury, very harmful to the brain and nervous system of children. However,

not all children who receive vaccinations are afflicted with autism or Asperger’s. Many parents are concerned about this and have many questions. There is not just one answer. Each parent needs to do their own research and decide what is the best path for them to take concerning vaccinations. Another school of thought is a possible iodine deficiency.

God has shown us many ways to help children with Asperger’s-like behaviors to feel more comfortable. The implementation of these changes is not as difficult as it seems. If you choose to change diet or supplementation, first check with your health care professional. Make only one change at a time so you will know what is helping. As you do your own research, you will find many ways to make your child more comfortable in his own skin, resulting in much improved behaviors.

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Awards shown include:  
 - Old Schoolhouse EE AWARD (2012)  
 - Practical Homeschooling Reader Award (Top Ranked by Homeschoolers 2012)  
 - One Or Cathy Duffy's 101 Top Picks for Homeschool Curriculum

This article was written by Dianne Craft, president of Child Diagnostics in Littleton, Colo. For more information, visit [www.diannecraft.org](http://www.diannecraft.org).

# Dyslexia

Educators have not been able to agree on what dyslexia really is. Some authorities believe it is strictly a language processing problem, involving the distinguishing of sounds of letters. This is why the struggling reader cannot remember phonics sounds to decode a word. Others believe it is a visual/perceptual problem, since these children reverse words laterally (b/d) and vertically (m/w) as well as scrambling letters (the=het) when they read and write.

I believe they are both correct. It is an auditory/language problem, visual/perceptual problem, and often also a visual/motor (eye/hand) problem. My 25 years of experience working with these bright but struggling learners tells me it is mainly a midline problem.

By this I mean that our brain is divided into two main hemispheres — right and left. The left is our “thinking” hemisphere, and the right is “automatic.” When children suffer from dyslexia, the processes that should have been taken over by the right automatic hemisphere, like eye tracking, writing and letter identification, are still in the left brain. This means the child has to think about the processes.

The learning processes can be likened to driving. If you had to think about how to turn the signals, and when to brake and accelerate, it would be a very difficult procedure indeed. Reading, recognition of letters, words and letter combinations need to be retrieved from the right hemisphere, where our long-term memory is stored, but this is not happening with them.

You can suspect dyslexia in your child if all three processing areas are impacted, and your child is past the first grade. If your child has only a minor problem in the areas, it can be considered a learning “glitch.” If the problem presents itself more frequently, and your child is older, it would be considered a “dysfunction.” If the symptoms are more frequent, your child is

above first grade, and two years behind in reading or writing, it would be considered dyslexia. The degree of the problem, and the age of the child, are major considerations in the determination.

Many times these children are not reading, or are at least two years behind grade level. They write almost no sentences from memory, since their right, visual hemisphere is not storing words efficiently. (Copying a sentence is not considered writing.)

Transposing numbers (19/91) is not considered dyslexia. When a child reverses letters or numbers, even if only once in a while, you know there is stress in the writing system. The child is having to think about the directionality of the letters, rather than the content of the writing. I always take reversals seriously past the first grade. One way to eliminate them is with brain-integration therapy exercises.

## Auditory Dyslexia

- Difficulty learning the names of alphabet letters when in kindergarten
- Spelling has no phonetic pattern to it (Tuesday = Tunday)
- Sounds out all words, including sight words (many, could, these)
- Little memory of words just read in a previous sentence in reading
- Sounds out the letters in a word, but can't put it into a whole (b-a-t)
- Memorizes stories, but can't remember same words in another story
- Phonics rules not applied in the reading context

## Visual Dyslexia

- In reading, reverses whole words sometimes (on=no, was=saw)
- Regularly reads “big” for “dig”
- Very slow, labored reading (often takes a deep breath)
- Reading at least a year below grade level

- Scrambles letters in a word, reading “left” for “felt”
- Says words wiggle when he reads
- Often reads a word from the line above and adds to present line

### **Visual/Motor Dyslexia (Dysgraphia)**

- Reverses letters or numbers in writing
- Letters not written below the line
- When writing the alphabet, will ask, “What does that letter look like?”
- Cannot write words from memory
- Copying words is labor-intensive, like “artwork”
- Hates to write

The approach I have taken to get children past the learning “block” of dyslexia is twofold: brain-integration therapy, a home therapy program designed to eliminate the midline as a problem; and a right-brain reading program, including right-brain phonics and spelling.

If your child is dyslexic, you have found that just having them read to you more isn’t helping. You’ve also found that regular phonics programs don’t work, because either they can’t remember the sounds of letters, or they can remember the sound and sound out the pieces of a word, but cannot put it into a whole. Sight words are their enemy, so most reading books are painfully slow for them, as they try to sound out each word. Usually their comprehension is great once they’ve struggled through a passage.

Most parents I see have given up on spelling, and the only writing the child does is copying sentences. Math, social studies, science and Bible are the subjects they concentrate on, with everything being read to the child.

To get a child to read who is facing this massive struggle, brain-integration therapy exercises and weekly “re-patternings,” using physical movements to “reconnect” the two hemispheres, is the first step. Then use a right-brain reading approach.

I use readers with as few sight words

as possible, since these require so much memorization, such as the well-known Merrill Readers. Use a reader that will build reading independence by offering words that can be decoded easily. I also use a systematic, color- and picture-enhanced phonics program. To learn individual sounds such as consonants, vowels and letter combinations (au/aw), superimpose the letter directly on a picture that gives that sound. Then have the child read whole words, putting the vowel or letter combination in color, with the picture nearby, that gives the sound. By using this method of picture and color in whole words, you will find that your child will soon be reading very long words.

Using this method I have generally been able to achieve a two-year growth in reading in a year. This intensive approach involves about an hour a day of working together, but pays off handsomely. This method works with second-graders to eighth-graders.

To get the child writing independently, have him/her do a writing exercise that crosses the midline to eliminate reversals, and then teach him/her simple spelling words by using color, pictures and looking up with the eyes, to engage the right, visual hemisphere. I call this “right-brain spelling.”

So if you suspect your child is struggling with dyslexia, or even a processing dysfunction, don’t continue to just have them read aloud more to you. Start a systematic approach to reducing the midline as a problem, and teach them using color and pictures to help them store words and sounds in their right-brain hemisphere for easier retrieval. This method has proven itself over and over, even with the toughest learning problems. Invest in some colored markers and pictures, and have fun teaching your child how to use his/her powerful right brain to make the learning process easier.

# 72 High School





## Homeschooling the High-Schooler

**M**any parents new to homeschooling have the misconception that once their child reaches ninth grade, they must enroll him in a traditional high school. But a home-education program can start and end whenever you feel it is appropriate for your child.

Under the law, you are only obligated to submit a notice of intent for a child who turns 6 by February 1 of any school year or for any student who has not attained the age of 16. All counties should retain records for home-educated students for grades 11 and 12. Be sure you retain copies of these documents as well. Even though the law does not compel attendance after age 16, it is advisable to keep submitting annual evaluations to preserve the student's right to participate in dual enrollment, extracurricular activities and scholarships, get good student discounts on auto insurance, prove Bright Futures eligibility, etc.

Whatever the method of homeschooling you use, keeping transcripts for your high-school student is an important responsibility. This might seem overwhelming, but online advice, books and other resources are available to assist you. Also keep in mind that college admissions counselors, scholarship agencies and even prospective employers will not only be interested in an academic transcript but also in records of extracurricular activities. Community-service projects, employment, mission trips, sports, hobbies and basic life skills are just as important to document as any academic work.

A common trap for homeschoolers of high-schoolers is to try to model their high-school curriculum after traditional methods. Granted, if the scope-and-sequence method seems to be what your student thrives on, then stick with what works. However, because many families choose home education because traditional learning systems haven't worked, they are open to other methods. It's vitally important for parents of high-schoolers to research the available methods, allowing for trial and error in determining what works best. For information on homeschooling methods, see pages 44-61.

### **Credits Required for Graduation**

Although the Florida Statutes do not list specific graduation requirements for homeschooled students, it is wise to follow a path that will enable you to achieve your post-secondary goals. Bear in mind that requirements for the Bright Futures Scholarships (for those applying with a nontraditional private school or for those seeking a qualifying score with public or FLVS course documentation) and for admission to Florida universities parallel graduation requirements for Florida public-school students. Homeschooled students compete with public-school students in these areas, so it is best to meet or even exceed these goals.

Since admission requirements for home

educated students may be different from the requirements for public and private school students, be sure to check with the vocational school, college or university your child plans to attend prior to the start of ninth grade. Some universities require SAT II exams, and others require a portfolio with names of books used and material covered in the course.

If you wish to view public school graduation requirements as a tool for your planning, please refer to the chart on page 82.

### **High School Credits**

According to s.1003.436 F.S., one full credit, for the purpose of high school graduation, means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. This type of credit is known as a Carnegie Unit. It is based on time spent in a course of study in a public or private school that is subject to the State Board of Education Administrative Rule, which specifies a certain number of instructional hours per day for a minimum number of days per school year.

However, with the creation of Florida Virtual School, a better method of awarding credits was introduced. The Florida law allows a credit in the Florida Virtual School Classic program to be measured by successful completion of the coursework; it is not tied to a number of hours or days of instruction. This way of measuring credit is similar to the way many home educators award credits, granting credit for subject mastery. Home educators are not required in law to keep a record of days and hours of attendance or instruction, but are required to make educational progress commensurate with their ability.

A detailed description of every high school course offered in Florida's public schools is found at [www.floridastandards.org/Courses/CourseDescriptionSearch.aspx](http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx). If you choose to use these course numbers on your high-school transcript, be sure you teach all the standards and



content listed in the descriptions.

Home educators are responsible for maintaining a portfolio of the student's work, and creating a high school transcript. Parents may issue a diploma, if they so desire. In high school, it is advised that you keep a portfolio for each credit being earned. Include a list of curricula, name of books and materials used, as well as plenty of work samples. If you use textbooks, include a copy of the Table of Contents as well as the title page and ISBN of the book for your records because some universities and colleges may require that information. If you are following the course-code numbering system listed on the website in the previous paragraph, place a copy in your portfolio and use it as a checklist. This is an especially good way to validate a credit if you are not following the traditional textbook route. You can even choose to write your own course description and place it in your portfolio, along with samples of work validating the credit.

Homeschoolers often find that they can receive high-school credit for activities or projects they are involved with, in which case tracking hours spent would be advisable.

Even public school students can earn one-half elective or social studies credit for a minimum of 75 hours of service as a nonpaid volunteer or through school service work, according to s.1003.43(1)(k) F.S.

### **Building a Transcript**

A transcript is simply a list of all the high-school courses a student has completed. It is usually only one to two pages long. The transcript should contain the student's full name, address, date of birth and pertinent contact information. Social Security numbers are not required by law to be provided and should not be in order to protect your child's identity. You should then list each course, the grade received and the credit earned. Courses taken in dual enrollment, FLVS, or at a public or private school may also be listed using the course number. At

the bottom calculate the student's weighted and unweighted grade point averages. You may also choose to include volunteer hours and college entrance-exam, AP, CLEP, SAT or ACT scores.

Information on downloading a sample blank transcript can be found on page 131.

## **Options for Completing High-School Courses**

### **Florida Virtual School**

Be aware that many public school districts have a Florida Virtual School Franchise and offer FLVS classes (taught by teachers employed by the school district) to home educated students. If your child registers in the FLVS Franchise (with the district) program, your child may be required to adhere to all public school attendance and testing requirements. He/she may be treated by the FHSAA as a public school student for the purposes of athletics if more than 50% of the courses are taken in the Franchise. He/she will then only be eligible to participate in extracurricular activities at his zoned public school.

A student that is registered as a home education student with the district and FLVS (has a school number of 9998) will be treated by the FHSAA as a home education student regardless of the number of FLVS courses the student takes. These students will retain their privilege to participate at their zoned public school, a school for which they are eligible under the controlled open enrollment plan or a private school. Parents should click on the Homeschool Info link on the FLVS home page and make sure your child is registered as a home education student.

If the student takes all of their classes with FLVS and is registered as a home education student, the parent is required to submit an annual evaluation. Submitting only Florida Virtual credits and grades earned during the year as part of the student's annual evaluation may be acceptable under option #5 of the home educa-

tion law (remember, this option requires agreement between the superintendent and the parent prior to the beginning of your school year). Depending on the number of FLVS courses taken, parents may need to include courses taught at home or through another program or school to provide a complete annual evaluation. Remember, most public and private school students are taking six courses per year to graduate in four years. While the law does not establish course requirements for home educated students, it is advisable to cover at least four academic courses per year in order to prepare your student for life, scholarships and/or postsecondary education.

For accurate comparisons of the current virtual school programs, visit [www.flhef.org/pdf/2011-2012FloridaVirtualEducationChart.pdf](http://www.flhef.org/pdf/2011-2012FloridaVirtualEducationChart.pdf) to view a chart published by Brenda Dickinson with the Home Education Foundation.

### **Dual Enrollment for College Credit**

Dual enrollment is an option for high-school students to take courses at local state colleges (and most universities) and receive both high school and college credit while still in high school. Generally, this option is avail-

able to students in 11th and 12th grades, though some state colleges allow 10th grade students to participate. Check with your local state colleges to determine their dual enrollment policies.



If your student is enrolled in a non-traditional private school, your school must have an articulation agreement with the college. There should be a separate articulation agreement for home education students registered with the school district. Simply contact the dual-enrollment counselor at your local college and ask for information. Be sure to do this early so you have time to meet all the paperwork requirements.

Each state college will have its own dual-enrollment policies and enrollment requirements on age and college entrance-test scores (ACT, SAT, CPT or PERT). Private schools, including nontraditionals, must provide a grade point average for the student. State college policies vary on the number of courses students can take per semester. While home-educated and nontraditional private-school students may take classes free of charge, they often must pay for their own books. A good source for renting college textbooks is [www.chegg.com](http://www.chegg.com).

When evaluating this option, it's important to consider if your student is prepared to commit to the more rigorous college course load and is mature enough to participate in an adult classroom with adult conversations. The grades earned in these courses will be a permanent part of the student's college academic record.

### **College Credits in Escrow**

Occasionally students may find themselves in a situation where it might be advantageous for them to begin taking college courses prior to what is being offered by the state college through dual enrollment.

For the student not yet eligible for dual enrollment, many colleges and universities offer the credit-in-escrow program. Those choosing credit-in-escrow programs must realize that they are responsible for fees for courses and books. If making this choice, it will be essential to know ahead of time

when and how the college will release the credits in escrow in order for them to be available when the student needs them.

As with dual enrollment, parents should assess their student's maturity in regard to the commitment required for college-level academics. Contact the admissions office or student-services department at the institution of your choice to inquire about the availability of this program.

### **Testing for College Credit**

A significant concern for parents homeschooling their high-schooler is testing for college credit. Trying to decide which tests are most suitable for your student can be overwhelming. Here are brief descriptions of some of the most common tests, along with contact information:

AP (Advanced Placement) measures mastery of more than 30 college-level courses taken by high-school students. These exams can be taken without attending courses given at local high schools, but due to the length of the exams, it's advisable for students to be thoroughly prepared. Colleges and universities give credit or advanced placing to students who obtain certain minimum scores established by each institution. The fee for each exam is \$89. Upcoming test dates are listed on pages 94-95. For more information or to register, visit [www.collegeboard.com](http://www.collegeboard.com). Florida Virtual School ([www.flvs.net](http://www.flvs.net)) offers complete Advanced Placement courses as well as Advanced Placement Test Reviews.

CLEP (College Level Examination Program) is a set of examinations in five general areas: composition and literature, world languages, history and social sciences, science and mathematics, and business. College credit for material that students have learned on their own can be obtained rather inexpensively through CLEP. For information on CLEP and participating colleges as well as CLEP Study Guides, visit [www.collegeboard.com](http://www.collegeboard.com).

Deciding which tests are best suited

for your student will depend on what core curriculum subjects have been covered.

At [www.collegeboard.com](http://www.collegeboard.com), parents may find additional information concerning the differences between the tests and when students should take them.

### **General Education Development (GED) Test**

Although not required for graduation, college or the military, in rare cases an employer may require a GED if hiring prior to a college degree. To find a GED testing location near you, visit [data.fldoe.org/gedsites](http://data.fldoe.org/gedsites) or call 800-62-MYGED (800-626-9433). If you are interested, your official testing site can direct you to local instructional programs.

### **Extracurricular Activities: Sports, Band, Clubs, Cheerleading, etc.**

Students registered with their districts under the homeschooling statutes are eligible to participate in interscholastic extracurricular public-school activities at the high school where they would be assigned to attend. The law also allows students registered as home education students with their school district to participate at FHSAA member private schools but does not require private schools to permit home-educated students to participate in these activities. Therefore, it is up to parents to work out an agreement with a private school in which the home education student wishes to participate. Home-schooled students must meet the same requirements of residency, acceptance standards, behavior and performance as other students in the school where they are participating. Remember that if a home-schooled student is enrolled for more than 50 percent of his/her courses via a Florida Virtual School Franchise, he/she may be treated by the FHSAA as a public school student for the purposes of athletics. He/she will then only be eligible to participate in extracurricular activities at his/her zoned public school.



Nontraditional private-school students are now eligible to participate at their zoned public school if the private school they attend is not a member of the FHSAA, does not offer an intrascholastic or interscholastic athletic program and has 125 students or less enrolled in grades 6-12. A home education cooperative or an accredited nontraditional private school may join the FHSAA as a member school in order for its students to participate as a team. For more information, visit [www.fhsaa.org](http://www.fhsaa.org) or refer to the Craig Dickinson Act (Florida Statute 1006.15).

If a student is interested in playing college sports, obtain the current eligibility requirements for a home-educated student

## Calculating Your Grade-Point Average

Points are generally assigned to each letter grade to allow you to calculate a grade point average. Rigorous courses typically earn more points for letter grades of C or better and thus “weight” the GPA. Honors, Advanced Placement and dual-enrollment courses generally qualify as rigorous. The Bright Futures system adds a half-point for weighted courses. You may choose to assign points as follows:

Letter Grade	Unweighted		Weighted (half-point)	
	Semester Course 0.5 credits each	Full Year Course 1.0 credit each	Semester Course 0.5 credits each	Full-Year Course 1.0 credit each
A	2.0	4.0	2.25	4.50
B	1.5	3.0	1.75	4.50
C	1.0	2.0	1.25	2.50
D	0.5	1.0	0.5	1.0
F	0.0	0.0	0.0	0.0

To calculate the weighted GPA, assign weighted points to rigorous courses and unweighted points to regular courses, then divide the total number of points by the total number of credits. For the unweighted GPA, assign unweighted points to all courses, regardless of their difficulty, total your points and divide by the total number of credits. It is not necessary to calculate a GPA for each grade. Simply total all high-school credits and all grade points and find the overall average.

from the National Collegiate Athletic Association early in your student’s high-school years so that you are sure to meet all academic and documentation requirements. These requirements apply regardless of whether the student receives an athletic scholarship. For more information, visit [www.ncaa.org](http://www.ncaa.org) or call 317-917-6222.

Some colleges belong to athletic governing bodies other than the NCAA. Students may also qualify to play college sports through the National Association of Intercollegiate Athletics, which may be contacted at 816-595-8300 or [www.naia.org](http://www.naia.org), or the National Christian College Athletic Association, which may be reached at 864-250-1199 or [www.thenccaa.org](http://www.thenccaa.org). Some Christian colleges carry dual membership in the NCCAA and either the NCAA or NAIA, so find out which organization(s) the college of your choice belong(s) to.

### College and Other Postgraduate Opportunities

Home-educated students are well trained and well accepted in the world that awaits them. Colleges, vocational schools and the military, for example, are familiar with homeschoolers. Though these institutions may have some specific entrance requirements for homeschoolers, the students will not find themselves disadvantaged simply for being home-educated. In fact, because home-educated students are generally more well-rounded, having participated in many activities, homeschooling is often an advantage when it comes to school and career choices.

For entrance into colleges and vocational schools, students generally need a high-school transcript as well as minimum test scores on a college entrance exam. Contact prospective schools early for their admission requirements.



# Graduations and Celebrations

**J**ust as for traditional schoolers, finishing a homeschool high school program is an achievement worthy of being punctuated by wearing a cap and gown. Homeschool graduation opportunities abound, whether they be through support groups, nontraditional private schools, the FPEA Statewide Graduation Ceremony, or some other source. Here are some resources for commemorating this educational milestone:

## Senior Pictures

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

Local retailers

Professional photographers

## Class Rings

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

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

## Cap and Gown

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

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

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

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

## Celebrations

Rather than its Grad Night in previous years, Walt Disney World now provides senior class trips. With a minimum of 10 seniors, you can arrange a special trip any time of the year. Disney will even arrange rooms, meals, dessert receptions or parties if you would like them. For more information, call 877-WD-YOUTH (939-6884) or visit [disneyseniorclasstrip.com](http://disneyseniorclasstrip.com). Make plans early; reservations are required.

Grad Bash at Universal Islands of Adventure is held on several nights in April and May, with unlimited park access and concerts. There is a dress code. Additional activities are available outside the park. For more information, call 800-761-2556 or visit [gradbash.com](http://gradbash.com).

## FPEA Statewide Graduation Ceremony

Each year at the FPEA Florida Homeschool Convention, hundreds of home-educated students participate in a graduation ceremony open to FPEA member families. Weekend activities are also organized just for graduating seniors. Information on the FPEA Statewide Graduation Ceremony is available in the FPEA *Connect* and at [www.fpea.com](http://www.fpea.com).

## Diplomas and Diploma Covers

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

[www.hslida.org](http://www.hslida.org)

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

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

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



## 2012-13 Florida Graduation Requirements for Public School Students

**English** 4 credits  
Strong in composition, reading for information and literature

**Math** 4 credits  
One of which must be Algebra 1 or its equivalent or a higher-level math course – students entering ninth grade in 2010-11 must also have one-credit in Geometry or its equivalent upon graduation. Students entering ninth grade in 2012-13 will add Algebra 2.

**Science** 3 credits  
2 with a lab. Students entering ninth grade in 2011-12, one credit must be Biology 1 or its equivalent. Students entering ninth grade in 2013-14 will add chemistry or physics or a course equally rigorous.

**Social** 1 credit - United States History  
1 credit - World History  
½ credit - United States Government  
½ credit - Economics

**World Language** Not required for graduation  
2 credits in same language required for college admission and for those applying to Bright Futures with either a nontraditional school or a qualifying score with public and FLVS course documentation.

**Fine Arts** 1 credit  
Fine or Performing Arts, Speech & Debate or specified Practical Arts

**Physical Education** 1 credit  
To include the integration of health

**Electives** 8 credits

**Total** 24 credits

# Bright Futures Scholarship Requirements

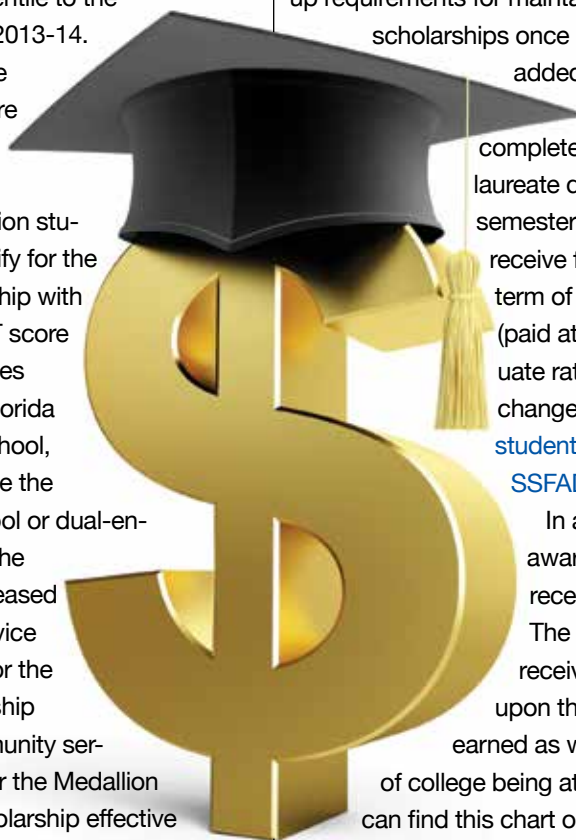
**M**any Florida students will rely on the Florida Bright Futures Scholarship for their college education. The current requirements may be found on pages 90-93. However, the qualification requirements will be increasing each year, rising from the 44th percentile to the 75th percentile by 2013-14. A chart detailing the increasing test-score requirements can be found on page 90. A home education student may also qualify for the Medallion Scholarship with a lower SAT or ACT score if the 16 core courses are validated in a Florida public or private school, which would include the Florida Virtual School or dual-enrollment courses. The legislature has increased the community service hour requirement for the Academic Scholarship and added a community service requirement for the Medallion and Gold Seal Scholarship effective in the 2011-12 school year (graduating Class of 2012). Applicants for the Academic Scholarship this year must now have 100 community service hours. Applicants for the Medallion Scholarship must now have 75 community service hours, and Gold Seal applicants are required to obtain 30 hours. In addition, the community service must identify a social problem that interests the student, who develops a plan for involvement in addressing the problem and, through papers or other presentations, evaluates and reflects upon the experience. Homeschooled students registered with their school district are not

required to validate the 16 core courses or submit a GPA for the Academic or Medallion Scholarship.

The Legislature also changed the time frame in which students may use their Bright Futures awards and have tightened up requirements for maintaining their scholarships once earned. An

added benefit is that students who complete their baccalaureate degree in seven semesters or fewer may receive funding for one term of graduate study (paid at the undergraduate rate). See all these changes at [www.floridastudentfinancialaid.org/SSFAD/bf](http://www.floridastudentfinancialaid.org/SSFAD/bf).

In addition, the award amounts recently changed. The hour award received will depend upon the scholarship earned as well as the type of college being attended. You can find this chart on page 85 or at [www.floridastudentfinancialaid.org/SSFAD/bf/awardamt.htm](http://www.floridastudentfinancialaid.org/SSFAD/bf/awardamt.htm). To be eligible to apply for a Bright Futures Scholarship, you must first submit a complete Florida Financial Aid Application during your last year in high school. Apply online by visiting [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org). This application is generally available beginning December 1. In addition to completing this eligibility application, you will need to apply for the Bright Futures scholarship via your nontraditional private school or by completing the homeschool packet mentioned below. If you do not complete this application prior to graduation, you permanently



forfeit all Bright Futures eligibility.

You must now also complete the FAFSA (Free Application for Federal Student Aid) to receive the Bright Futures scholarship. Completion of the FAFSA will also help determine whether you are eligible for student aid (including grants and loans). You will need income tax information for the student and both parents (even if the student is only living with one parent). Online filing may begin at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) as early as January 1 of the year your student will enter college. The FAFSA should be filed as soon as possible so that your child will receive the maximum amount for which he/she is eligible. There are several March/April deadlines to pay attention to, so file early. This is a free application, so if you are charged a fee, you are on the wrong website.

If you are enrolled in a nontraditional private school, you must ask your school to submit your transcripts to the Bright Futures system. The school will be responsible for getting all records to Tallahassee, so work closely with your administrator to ensure this is done.

If you are homeschooling under the homeschool law, you must be registered as a home-educated student for grades 11 and 12 with the district in which you reside. Visit [www.floridastudentfinancialaid.org/SSFAD/bf/homepac.htm](http://www.floridastudentfinancialaid.org/SSFAD/bf/homepac.htm) for the deadlines and paperwork requirements for applying for the scholarship.

Additional information on Bright Futures Scholarships can be found at [www.floridastudentfinancialaid.org/SSFAD/bf](http://www.floridastudentfinancialaid.org/SSFAD/bf). It is a good idea to check this site often, as legislative changes may alter the information.

### Other Scholarships

You will find there are many, many scholarships out there. There are ones for members of nearly every ethnic group, ones for children of military families, ones for folks who live in the city, ones for folks who live on the farm, ones for left-handed students, and ones for nearly every career pursuit.

You can locate potential scholarships at the following websites, as well as others you might locate using any search engine:

[www.fastweb.com](http://www.fastweb.com)  
[www.scholarships.com](http://www.scholarships.com)  
[www.collegeboard.com](http://www.collegeboard.com)  
[www.careersandcolleges.com](http://www.careersandcolleges.com)

Also check with your local Chamber of Commerce and school board to determine which local businesses give scholarships. Check with employers — both students' and parents' — as several companies offer scholarships to employees. And check with the college you are applying to, as they often give thousands or even millions of dollars to worthy students each year. Keep in mind that fortunately, not everyone else in the country wants to go to college at the same time you do. Many scholarships offer multiple awards. The early bird often gets the worm — not everyone is working on this as early as you are!

Here are some ways to increase your chances of winning:

- Apply for as many scholarships as possible.
- Don't spend all your time on one or two scholarship applications.
- Make it a point to apply for at least two scholarships a month. You can still apply for scholarships once you are in college, so this could be a good habit to maintain for a while.
- Don't pass by a scholarship just because the award is small — those \$100 checks add up!
- Neatness and accuracy count!

Start applying early. Several scholarships and awards can be applied for as early as ninth grade. And, don't wait until your senior year (but if that's where you are now, it's still not too late!). Many scholarships have early deadlines, so pay close attention to the requirements.

## 2012-13 Award Amounts Per Credit Hour for Florida Bright Futures Scholarships

<b>Florida Academic Scholars (FAS)</b>	Semester Hour Award	Quarter Hour Award	Clock Hour Award
4 year	\$100	\$67	-
2 year	\$61	\$41	\$2.03
Florida Public Colleges/Baccalaureate Programs	\$69	-	-
Career/Technical Centers	\$50	\$33	\$1.67

### Academic Top Scholars (ATS)

4 year	\$43	\$29	-
2 year	\$43	\$29	\$1.43
Florida Public Colleges/Baccalaureate Programs	\$43	-	-
Career/Technical Centers	\$43	\$29	\$1.43

### Florida Medallion Scholars (FMS)

4 year	\$75	\$50	-
2 year	\$47	\$31	\$1.57
Florida Public Colleges/Associate Degree Programs	\$61	-	-
Florida Public Colleges/Baccalaureate Programs	\$51	-	-
Career/Technical Centers	\$38	\$25	\$1.57

### Gold Seal Vocational Scholars (GSV)

Renewed Students Only - 4 year	\$75	\$50	-
Renewed Students Only - 2 year	\$47	\$31	\$1.57
Renewed Students Only - Florida Public Colleges/Baccalaureate Programs	\$51	-	-
Renewed and Initial Students -Career Certificate Program (PSAV's)	\$38	\$25	\$1.27
Renewed and Initial Students - Applied Technology Diploma Program (ATD's)	\$38	\$25	\$1.27
Renewed and Initial Students -Technical Degree Education Program (AS, AAS, CCC)	\$47	\$31	\$1.57

Source: <http://www.floridastudentfinancialaid.org/SSFAD/bf/awardamt.htm>

## Bright Futures Test Score Requirements

Graduation Year	Florida Academic Scholars			Florida Medallion Scholars		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
SAT – Critical Reading & Math scores only	1270	1280	1290	980	1020	1170
ACT	28	28	29	21	22	26
SAT – homeschoolers w/undocumented GPA	1270	1280	1290	1070	1070	1220
ACT – homeschoolers w/undocumented GPA	28	28	29	23	23	27

## Initial Eligibility Requirements for Year 2013 High School Graduates

\*Criteria must be met and paperwork completed by high school graduation

### Home Educated Students

#### Florida Academic Scholars Award (FAS)

Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, and have a best composite score of 1280 SAT or 28 ACT

#### Florida Medallion Scholars Award (FMS)

Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, and:

Have a best combined score of 1070 SAT or 23 ACT

Or

Have a best combined score of 1020 SAT or 22 ACT with a weighted 3.0 GPA in the above 16 required credits (documented through Florida public, FDOE-registered private, FLVS or dual enrollment transcripts)

#### Florida Gold Seal Vocational Scholars Award (GSV)

### Award Level

All students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act. Award amounts for the 2013-14 academic year will be available on the Bright Futures website in summer 2013, after the legislative session.

### Grade Point Average (GPA)

Weighting for more challenging, higher level courses is prescribed by law as .50 per course per year.

3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPAs are not rounded.)

3.0 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPAs are not rounded.)

3.0 weighted GPA using the 16 core credits listed below for a 4-year Diploma and a 3.5 unweighted GPA in a minimum of 3 Career and Technical Education credits in one vocational program, combined with the test scores and community service hours listed below. (See "Other Ways to Qualify" for 3-year graduation options.) (Note: GPAs are not rounded.)

### Required Credits

Courses must include 16 credits of college preparatory academic courses.

- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language\*\* (sequential, in the same language)
- 16 Credits

May use up to 2 additional optional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA if necessary

4-year Diploma\*\*\* Credits must include 16 core credits required for high school graduation.

- 4 English
- 4 Mathematics (including Algebra I)
- 3 Natural Science (2 with lab component)
- 3 Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics)
- 1 Fine OR Identified Practical Art OR .5 credit in each
- 1 Physical Education (to include integration of health)

16 Credits

	<b>Florida Academic Scholars Award (FAS)</b>	<b>Florida Medallion Scholars Award (FMS)</b>	<b>Florida Gold Seal Vocational Scholars Award (GSV)</b>
<b>Community Service</b>	100 hours, as approved by the district or private school	75 hours, as approved by the district or private school	30 hours, as approved by the district or private school
<b>Test Scores</b>	<p>Best combined score of 1280 SAT Reasoning Test (based on the combined Critical Reading and Math sections only)</p> <p>Or</p> <p>Best composite score of 28 ACT (excluding the writing section).</p> <p>NOTE: The writing sections for both the SAT and ACT will not be used in the composite.</p>	<p>Best combined score of 1020 SAT Reasoning Test (based on the combined Critical Reading and Math sections only)</p> <p>Or</p> <p>Best composite score of 22 ACT (excluding the writing section).</p> <p>NOTE: The writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright Futures eligibility.</p> <p>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>Students must earn the minimum score on each section of the SAT or ACT or Florida Postsecondary Education Readiness Test (PERT). Sections of different test types may not be combined.</p> <p>SAT Reasoning Test: Critical Reading 440 Math 440</p> <p>Or ACT: English 17 Reading 18 Math 19</p> <p>Or PERT: Reading 104 Writing 99 Math 113</p>
<p>Sections of the SAT, ACT, or PERT from different test dates may be used to meet the test criteria. For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible.</p> <p>For current year award amounts visit: <a href="http://www.floridastudentfinancialaid.org/SSFAD/bf/awardamt.htm">www.floridastudentfinancialaid.org/SSFAD/bf/awardamt.htm</a></p> <p>**For details on the World Language requirements, visit the Bright Futures website at <a href="http://www.FloridaStudentFinancialAid.org/SSFAD/bf/">www.FloridaStudentFinancialAid.org/SSFAD/bf/</a> and under First-Time Applicants select Florida Medallion Scholars.</p> <p>Plus a minimum of 3 Career and Technical Education credits in one vocational program (See "Other Ways to Qualify" for 3-year graduation options.)</p> <p>SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>			

# Other Ways to Pay for College

## Grants

These are available to students who exhibit a financial need. Keep in mind that grant money does not have to be repaid.

In order to qualify for a grant, students must complete the FAFSA, mentioned earlier. The application must be processed by the deadline established by the institution the student attends. For more information, visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

In order to renew the grant each year, students must generally maintain a minimum grade-point average in college and reapply each year. You are generally notified of grants you are eligible for once you have completed the FAFSA and when you have been accepted to a college.

Also, the state offers the Florida Student Assistance Grant and the Florida Resident Access Grant, along with a few other

state-funded grants and scholarships. For more information, visit [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org) or call 888-827-2004.

## Work Study and Work Experiences Programs

If students do not exhibit sufficient financial need to qualify for grants, they may still be eligible for a need-based work experience or work-study program. These programs provide eligible students with work experiences to complement and reinforce their educational and career goals.

For information on Florida's Work Experience program, visit [www.floridastudentfinancialaid.org/SSFAD/factsheets/FWEP.htm](http://www.floridastudentfinancialaid.org/SSFAD/factsheets/FWEP.htm); for information on nationally sponsored work study programs, visit [www.studentaid.ed.gov](http://www.studentaid.ed.gov) and follow the Apply for Aid link. Students are also free, of course, to find their own jobs and work their way through college.

## Loans

And, finally, besides scholarships, grants and work-study funds, parents and/or students can also borrow money.

Loans are available from many different sources — government, banks, etc. Once you have taken the SAT or ACT, completed the FAFSA, or applied to a college, you will find information on college loans suddenly appearing in your mailbox. You may also visit [www.studentaid.ed.gov](http://www.studentaid.ed.gov) for more information.





# Free College at Your Fingertips

Do you have \$80,000 saved up for college? This price isn't even for a high-end college but actually the cost of a mid-range private university these days. Over 50 percent of tuition is paid for by student loans, 40 percent through grants and less than 10 percent from scholarships. With colleges tightening their belts on school loans and with grants only being given to families that fall into a certain income bracket, parents are in desperate need of finding college money. But take heart: Standardized tests can be your ticket to incredible scholarships that could yield you free college.

The SAT and PSAT/NMSQT are tests that colleges use as a measuring point to give scholarship money — the higher the scores, the bigger the scholarships. Besides college entrance, some of the benefits could include full tuition, room and board, honors dorms, graduate money, and stipends to study abroad.

Students could earn \$500 an hour for college by making these tests a priority. By learning how to take the test and knowing how to find the recurring patterns, hidden strategies and test-taking techniques, students can take this information and use it to practice with. If they were to put in 150 hours on these tests and then received a \$75,000 scholarship, it would be like making \$500 an hour for college. Instead of working hard at a low-paying job, they could work smart by spending their time mastering a test that could pay off big when it comes to paying for college.

Don't wait until it is too late to realize the importance of these tests. By learning the keys of the PSAT/NMSQT and SAT as early as ninth grade (seventh grade if doing the DUKE TIP Letter ([www.tip.duke.edu](http://www.tip.duke.edu)), students will have time to spend practicing up to a couple of hours a week learning to find the relationship between

the patterns on the test and identifying their weaknesses. This will make taking the test old hat when it really counts. They can also avoid cramming at the last minute and therefore lessen test anxiety.

The SAT is offered seven times a year, and students can take it as many times as they want. Colleges do not care how many times they take it, but usually just want their highest scores. They don't average them, and many colleges will take the highest score from each section from different tests to give the student their best score. It behooves students to keep taking the test until they receive their desired score.

The PSAT/NMSQT is only offered once a year in October, and students can only take it three times: as a freshman, sophomore and junior (it only counts in the 11th grade). As a junior, they can qualify for National Merit status if they fall within a certain score (the qualifying scores vary from year to year and depend on which state one lives in). If students reach semi-finalist range, they will have numerous colleges begging them to enroll in their school and will gladly pay their way. It is a bragging right for many schools to have these students since they represent the top 1 percent in the nation.

Several myths about the SAT also need to be dispelled. Some of them can actually cause students' scores to go down if they don't know the truth. Here are some of the myths about the SAT:

- It tests a student's knowledge.
- It should be taken as a senior.
- The PSAT is only a practice SAT.
- Test questions are in order of difficulty.
- Guess on the test if you don't know the answer.
- Only the "advantaged" kids get the high score.
- All test-prep books are created equal.

This article was written by Jean Burk, the author of *College Prep Genius* and numerous articles about the SAT and PSAT/ NMSQT. It originally appeared in the Spring 2009 issue of the *FPEA Almanac*.

More information can be found at [www.collegeprepgenius.com](http://www.collegeprepgenius.com).

- The essay is graded by a computer.
- Perfect scores require perfect answers.

Studies have proven that on average, a person with a college education makes twice the salary of an individual with only a high school diploma. A college education is a great way to help combat the current economic crisis our nation is facing. It affords students more options as they reach adulthood and start their own journey out into the real world. In order to help ensure your students a future of financial success, you will want to make sure they have the opportunity to pursue a university degree.

Standardized tests are the gateway to college entrance as well as scholarships. With some knowledge and preparation, the SAT and PSAT/NMSQT are tests that can be figured out. The high scores can open up doors to numerous free college offers coming in your mailbox. Regardless of your economic situation, your only dilemma could be which college to choose from — not how are you going to pay for college.

### **College Admission Testing**

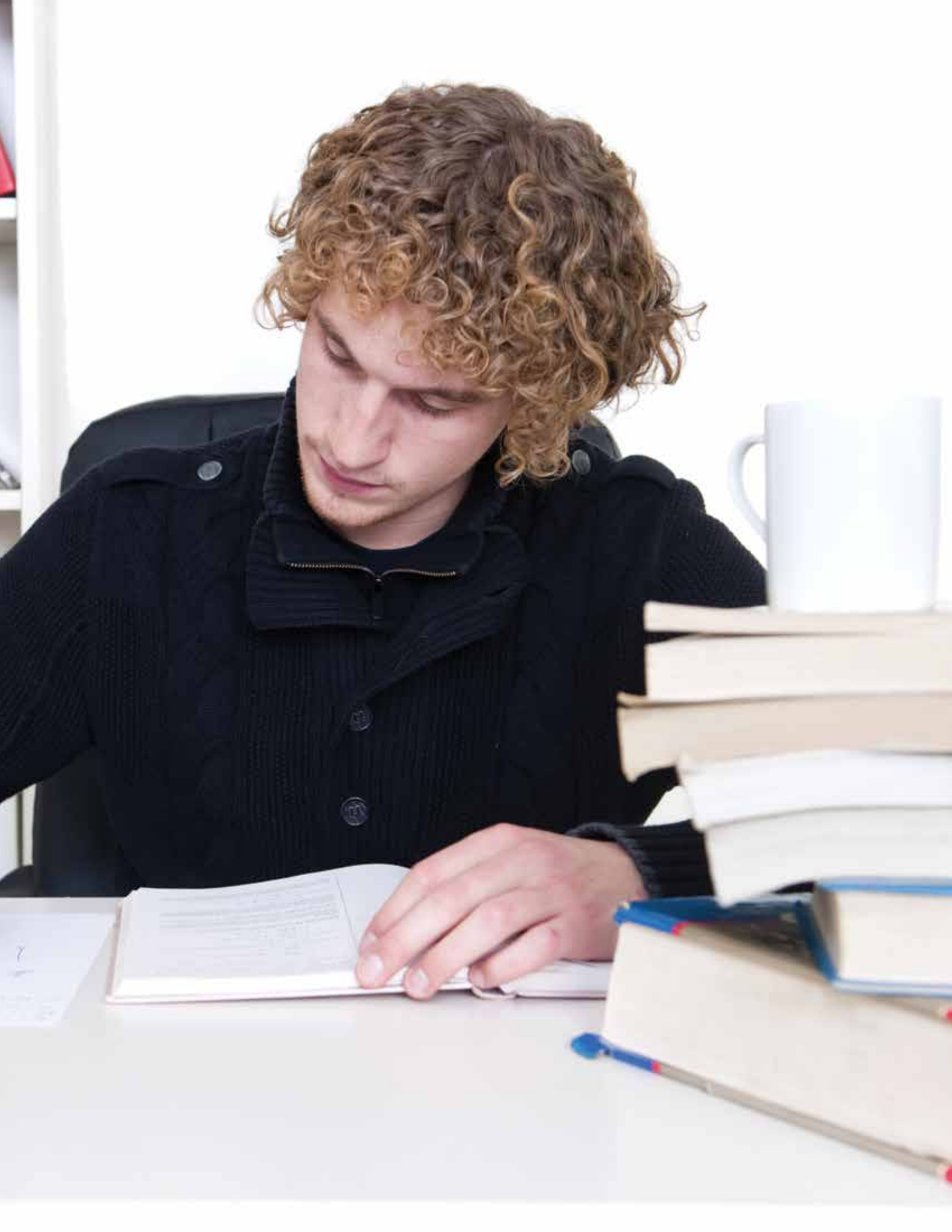
College admission tests are used to help determine your student's admission into college. Each college will have its own minimum score requirements. In addition, test scores can be used to determine class placement.

Keep in mind that test scores are not the only factor in determining whether you get into college, and you may take tests more than once to improve your scores. So, prepare adequately for the tests, but do not get stressed out over poor results.

### **PSAT (Preliminary SAT, National Merit Scholarship Qualifying Test)**

This test is used to prepare your student for the SAT. The PSAT is administered once a year during October. It is generally taken in the 11th grade (but may be taken in the ninth and 10th grades as well). You may contact a local high school and take







the test through them, or several nontraditional private schools and community colleges statewide provide testing centers as well. Visit [www.collegeboard.com](http://www.collegeboard.com) and follow the PSAT links to find a school near you that will be administering the PSAT.

The PSAT gives the student practice for the actual SAT, but more importantly PSAT scores are used to determine qualification for the National Merit Scholarship. Some parents feel it is OK to skip this test, but while it is not used for college admission, bear in mind that it can be used to determine some scholarship awards. Visit [www.collegeboard.com/psat](http://www.collegeboard.com/psat) for more information.

### **SAT Reasoning Test**

Formerly known as the Scholastic Aptitude Test and then the Scholastic Assessment Test (officially the letters no longer stand for anything), this test is used for college admission. It is not to be confused with the Stanford Achievement Test, often used for year-end evaluations for first- through 12th-graders.

The SAT is offered seven times a year at multiple testing locations statewide. The fee is \$50, and you may register online at [www.collegeboard.com](http://www.collegeboard.com).

The test has three sections: Critical Reading, Math and Writing. Each section will receive a score of 200 to 800, therefore a perfect score is 2400.

The Writing section includes a short essay and multiple-choice questions on identifying errors and improving grammar and usage.

As of the publication of this manual, the Florida Bright Futures Scholarship will not be using the Writing section score to determine Bright Futures eligibility. All colleges will make their own decisions as to how to use this score for admission purposes.

Bright Futures, as well as many colleges, will “mix and match” SAT test scores — meaning they will take the highest score from each section of the test. In this

format, for example, suppose you were to score 500 on Critical Reading and 500 on Math. The next time you take it, if you were to score 600 on Critical Reading, but drop to 450 on Math, the 600 from the second Critical Reading and the 500 from the first Math would be taken, for a total of 1100.

### **SAT Subject Tests**

In addition to the SAT Reasoning Test, you may also take a host of SAT Subject Tests. These are one-hour, subject-specific tests. There are 20 subject tests in English, history, mathematics, science and foreign languages. If you are particularly strong in one subject, SAT Subject Test scores are a good way to highlight that strength.

You will find that some colleges will require a minimum of three to five such tests and will generally dictate which ones. This seems especially true for admitting homeschooled students.

You would be wise to check with your college of choice early on so that you're sure to take the correct tests on a timely basis. These tests are given on the same dates as the SAT Reasoning Test, and you may take up to three in one day. Visit [www.collegeboard.com](http://www.collegeboard.com) for more information or to register.

### **ACT (American College Testing Program)**

Another college admissions test used by admissions officers is the ACT. This test is offered six times per year and provides a slightly different format and scoring system than the SAT. The fee is \$50.

The difference between the ACT and SAT is that students with stronger reading and grammar skills will probably prefer the ACT, while those with a strong vocabulary will do well on the SAT. And if you're strong in math, the ACT may be the test for you, as it goes into higher levels of math skills than the SAT.

The ACT provides scores in four areas: English, Math, Reading and Science Reasoning. Each section receives a score from

1 to 36, and these scores are averaged together for a composite score.

In addition, the ACT features an optional 30-minute Writing Test section to measure skills in planning and writing a short essay. To determine whether this portion of the test should be taken, check with your college of choice to see if they will require it. For information on registering for the ACT, visit [www.actstudent.org](http://www.actstudent.org).

### **FCELPT (Florida College Entry Level Placement Test) or CPT (College Placement Test)**

Most colleges require an SAT or ACT score for admission. If a student's scores are weak in an area, the college may also require a test to determine which classes a student will be placed in. This test may be taken at the college's testing center. The FCELPT provides assessment in three areas: Reading Comprehension, Sentence Skills and Elementary Algebra.

You may also qualify for the Florida Gold Seal Vocational Scholars Award under the Bright Futures Scholarship with sufficient FCELPT test scores.

Visit [www.collegeboard.com](http://www.collegeboard.com) for more information. Additional information on late registrations is available at [sat.collegeboard.com/register/sat-dates](http://sat.collegeboard.com/register/sat-dates).

## AP (Advanced Placement) 2013 Test Dates

<b>Week 1</b>	<b>Morning 8 a.m.</b>	<b>Afternoon 12 noon</b>
Monday, May 6	Chemistry Environmental Science	Psychology
Tuesday, May 7	Computer Science A Spanish Language	Art History
Wednesday May 8	Calculus AB Calculus BC	Chinese Language and Culture
Thursday, May 9	English Literature and Composition	Japanese Language and Culture Latin
Friday, May 10	English Language and Composition	Statistics

Studio Art—last day for Coordinators to submit digital portfolios (by 8 p.m. EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly.

Teachers should have forwarded students' completed digital portfolios to Coordinators before this date.

<b>Week 2</b>	<b>Morning 8 a.m.</b>	<b>Afternoon 12 noon</b>	<b>Afternoon 2 p.m.</b>
Monday, May 13	Biology Music Theory	Physics B Physics C: Mechanics	Physics C: Electricity and Magnetism
Tuesday, May 14	United States Government and Politics	Comparative Government and Politics French Language and Culture	
Wednesday, May 15	German Language and Culture United States History	European History	
Thursday, May 16	Macroeconomics World History	Italian Language and Culture Microeconomics	
Friday, May 17	Human Geography Spanish Literature and Culture		

For more information, visit [www.collegeboard.com](http://www.collegeboard.com).

## SAT 2012-13 Test Dates U.S. Regular

Test Date	Tests Administered	Registration Deadline
October 6, 2012	SAT & Subject Tests	September 7, 2012
November 3, 2012	SAT & Subject Tests	October 4, 2012
December 1, 2012	SAT & Subject Tests	November 1, 2012
January 26, 2013	SAT & Subject Tests	December 28, 2012
March 9, 2013	SAT only	February 8, 2013
May 4, 2013	SAT & Subject Tests	April 5, 2013
June 1, 2013	SAT & Subject Tests	May 2, 2013

## PSAT 2012-13 Test Dates

Wednesday, October 17, 2012 Saturday, October 20, 2012

Visit [www.collegeboard.com](http://www.collegeboard.com) for more information. Additional information on late registrations is available at [sat.collegeboard.com/register/sat-dates](http://sat.collegeboard.com/register/sat-dates).

## ACT (American College Testing Program) 2012-13 Test Dates

Test Date	Registration Deadline	Late Fee Required
September 8, 2012	August 17, 2012	August 18-24, 2012
October 27, 2012	September 21, 2012	Sept 22-Oct 5, 2012
December 8, 2012	November 2, 2012	November 3-16, 2012
February 9, 2013	January 11, 2013	January 12-18, 2013
April 13, 2013	March 8, 2013	March 9-22, 2013
June 8, 2013	May 3, 2013	May 4-17, 2013

Visit [www.actstudent.org](http://www.actstudent.org) for more information.

When registering for the above exams, you will be asked to enter your school's six-digit code. If you are registered with a nontraditional private school, it should have a code. If not, you may choose to use the following homeschool codes:

SAT: 970000

Or, to have a copy of your SAT scores sent to the Home Education Foundation for use in tracking homeschooling trends, use this code:

SAT: 101661

In the print version of this manual, many or all of these dates may have already passed. Visit [www.fpea.com/guide](http://www.fpea.com/guide) for access to updated information on 2013-14 dates as they become available.

**T**his article was written by Jean Burk, the author of *College Prep Genius* and numerous articles about the SAT and PSAT/NMSQT. It originally appeared in the Winter 2009 issue of the *FPEA Almanac*. More information can be found at [www.collegeprepgenius.com](http://www.collegeprepgenius.com).

# Taking the Test

**D**on't be afraid to take any of these tests more than once. Becoming familiar with the test and discovering your weak spots can only help improve your scores. Keep in mind these general test-taking strategies:

- Know where the testing center is located and leave in plenty of time to get there early.
- Read the test's directions carefully.
- Be sure to fill in the correct "bubbles" on your answer sheet.
- Eliminate choices on multiple-choice questions.
- Don't spend too much time on any one question. Skip the hard ones and come back to them at the end if you still have time.
- Remember that on the SAT, you will lose points for wrong answers, so do not answer unless you're reasonably confident you're right. On the ACT, though, wrong answers do not count against you, so feel free to guess.
- Keep track of time during the test.
- Get plenty of rest the night before.
- Eat a good breakfast.
- Have plenty of pencils and batteries for your calculator.
- Wear comfortable clothing.
- Relax!

## Test Preparation Helps

[www.barronstestprep.com](http://www.barronstestprep.com)  
[www.collegeboard.com](http://www.collegeboard.com)  
[www.collegeprepgenius.com](http://www.collegeprepgenius.com)  
[www.kaplan.com](http://www.kaplan.com)  
[www.princetonreview.com](http://www.princetonreview.com)

## How to Ace the SAT

Many smart students bomb the SAT. They resolve that they are bad test-takers — even if they have a high grade point average and take honors courses. The fact of the matter, though, is that the SAT is not

a normal test. Many students do poorly on it not because of their intelligence or acquired knowledge, but because they just don't understand this particular test. Since the SAT is a standardized test, it has recurring logical patterns that can be discovered. The key to doing well is to understand the hidden patterns, learn how to find the shortcuts and practice with actual tests. This helps the student become familiar with the test, and as it becomes automatic, students can ace the SAT.

The SAT contains three sections: Critical Reading, Math and Writing. It is almost four hours long without breaks. This test can be a mental marathon, so learning time management is a must. Most students do not finish on time because they treat it like other tests and work out each problem the long way. This results in a lot of blank questions and a lower score. Since this is a logic test, questions can be answered quickly and correctly when approached critically.

The Critical Reading section has three sections totaling 70 minutes. The first section is Passage-Based Reading. There are three types of passages: Long, Short and Dual. In one section alone, there are four passages, 24 questions and only 25 minutes to finish it in. Most students run out of time before finishing. Students can cut their time in half by realizing that reading the passages is a waste of time. The College Board only puts the answers in key places.

Also, three question types follow the passage: Line Citation, Vocabulary Use and Overall Passage. Each question is answered differently and should not be answered in the order given. There are also four hidden patterns the SAT uses to make students second-guess themselves and choose the wrong answer.

Sentence Completion is the second part of the Critical Reading section. By learning



Scope words like but, although and not, students can determine the direction of the sentence. If these words are found, students need to look for an opposite answer. If the sentence contains a semicolon, comma or colon, the flow stays the same, and the key to the answer will be found in the other part of the sentence. Students should be aware of the most common words; these are usually a trick and should be avoided. There are also times when the first blank should be ignored and the second blank predicted first.

The Math section contains two sections totaling 70 minutes. Most students approach the math just like normal math classes by working out each problem the long way and showing all their work. There is a long way and a short way to answer math questions. If students can learn to not use their calculator, answers can be found quicker — the more calculations, the more chance of making mistakes.

Two types of questions will be found in each section. The first type is the Multiple Choice section. This is where students will have five answer choices to pick from. Most math questions can be answered in 30 to 40 seconds, so learning shortcuts can make all the difference. The College Board has some hidden math patterns in the answer choices so as to point students to the answer, like opposites and doubles. Usually, two or three answer choices can be eliminated right away. It is also strategic to know the importance of the order of the answers — it is always the same and can help you cut your time in half.

Student Response is the other part of the math section. This part does not contain any answer choices; there may also be more than one answer for certain questions. Students will need to learn how to fill in the grid-in box correctly. There are four columns, two fraction bars, four decimal points and the digits zero through nine. With only four columns, answers may need to be reduced to fit. Decimals need to fill up all four boxes, and mixed numbers

must be converted to improper fractions to be counted as correct.

The last part is the Writing section, containing four parts totaling 60 minutes. The first part is the essay. Students will have 25 minutes to write an essay on an unknown topic; it will count as 30 percent of their grade. The key to a high-scoring paper is to “sound smart.” The judges will spend less than a couple of minutes on each essay, so they are looking for some key ingredients. Is the paper on topic? Did it have three detailed examples to support the thesis? What is the overall perception of the paper? The judges will write down their first impression of the paper, so students need to end with punch.

The last three Writing parts are Sentence Error, Improving Sentence and Improving Paragraphs. Understanding basic grammar rules is important, but it is still a logic test, and answers can be found quickly through reasoning and critical thinking. By concentrating only on the underlined parts in Sentence Error and Improving Sentences, students can save time when looking for the right answer. The Improving Paragraph section combines two previous parts learned, and the sentences are reproduced in the questions, so there is very little need to read the passage.

Students don't have to be geniuses to ace the SAT, but understanding the test and the question types is a must in order to do well. A standardized test means the patterns stay the same. It is not a random test, but students can learn the recurring relationships and logical patterns. With some preparation and practice, students can figure out the SAT.

# Joining the Military

This article was downloaded from [www.hslda.org/highschool/military.asp](http://www.hslda.org/highschool/military.asp) (article accessed September 19, 2012).

**C**an students homeschooled through high school have a successful career in the armed forces? Are they allowed to enlist on an equal footing with traditionally schooled graduates? Can they become officers? Are these students prepared to serve their country with honor and distinction?

The answer to all these questions is yes — but do your homework. Military policy doesn't always recognize the clear evidence of homeschooling's success. If your child wants to join the military, do plenty of research so that you know all the options and so that he or she is prepared to demonstrate aptitude to recruiters. For more information, find the e-mail newsletter "The Military's Homeschool Policy" at the Home School Legal Defense Association website ([www.hslda.com](http://www.hslda.com)).

## Academic Preparation

High schoolers' academic preparation will depend on the type of military career they plan to pursue. The academic requirements for an enlisted person are different from those for a service academy applicant. Participation in JROTC may be advisable. In addition, the service academies seek well-rounded individuals who have participated in community service, and students applying to be officers must exhibit leadership ability.

The HSLDA site includes links to detailed information on entrance requirements for service academies, the academic requirements for enlistment in the armed forces, and testimonies from a homeschool graduate who received an appointment to the Air Force Academy and another who became a battalion commander.

## Military Academy High School Camps

Military academies offer summer sessions to high school juniors (prior to their senior

year) who may be considering a military career. Each service academy has its own application requirements, deadlines, etc. Links to information for each academy may be found at [www.hslda.com](http://www.hslda.com).

## Recruitment

Current military policy requires homeschool graduates to be treated just like any other high school graduate. In January 2006, then-President Bush signed into law the National Defense Authorization Act requiring all four branches of the armed forces to institute a uniform recruitment policy for homeschool graduates. The law included an exemption for homeschool graduates from any requirement to have a secondary school diploma or a GED (which suggests the student dropped out of high school). However, sometimes receiving fair treatment still comes down to case-by-case interaction with individual recruiters. For homeschool grads who have already taken one or more semesters of college, high school status should not be an issue at all. HSLDA members who encounter discrimination in the enlistment process are encouraged to contact the HSLDA legal department immediately to resolve the problem.

The HSLDA site also includes links to the following articles:

- "Enlisting Help"
- U.S. Army National Guard — "Your Path to Honor as a Homeschooler"
- "U.S. Marine Corps Opens Doors Wide for Homeschool Graduates" — The U.S. Marine Corps has joined the U.S. Army in actively pursuing homeschooled students.
- "Homeschool Graduates Enlisting in the Military Protected by New Law" — There is more good news for homeschool graduates seeking to enlist in the armed services.



- “Homeschool Enlistment” — Understand the military’s tier system and how it has affected homeschoolers.
- “How Do Homeschool Graduates Enter the Military?” — This is a basic history of homeschoolers and the military.
- “Military Levels Playing Field for Recruits” — HSLDA President Mike Smith recaps the most recent developments in military policy regarding homeschoolers.
- “Army Offering More Benefits to Homeschool Graduates” — The HSLDA has been working with the military for several years to remove discriminatory barriers for homeschool graduates. As a result, many homeschoolers are serving our country faithfully in the armed services.

### Choosing the Right Path

Joining the military requires careful consideration of the many options available. Students must decide if they want to enlist or become an officer, whether to obtain a college degree, how long they

want to serve, which branch they plan to enter, and whether they want to join the reserves. Gather as much information as possible before making any firm decisions — and be sure to talk to as many people as you can who are in or have been in the military. They are your best source of military career advice!

Prior to military enlistment, you may want to provide your teen with the opportunity for further training in discipline, character and response skills.

The following sites can help answer questions you may have about military careers, the various branches, and how to talk to a recruiter. The sites also contain information especially for parents and advisors:

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

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

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

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

[usmilitary.about.com](http://usmilitary.about.com)

## Join Us at the Convention!

**S**ince its inception in 1988, the FPEA Florida Homeschool Convention has gotten bigger and better all the time. The 2013 Convention promises to be no exception.

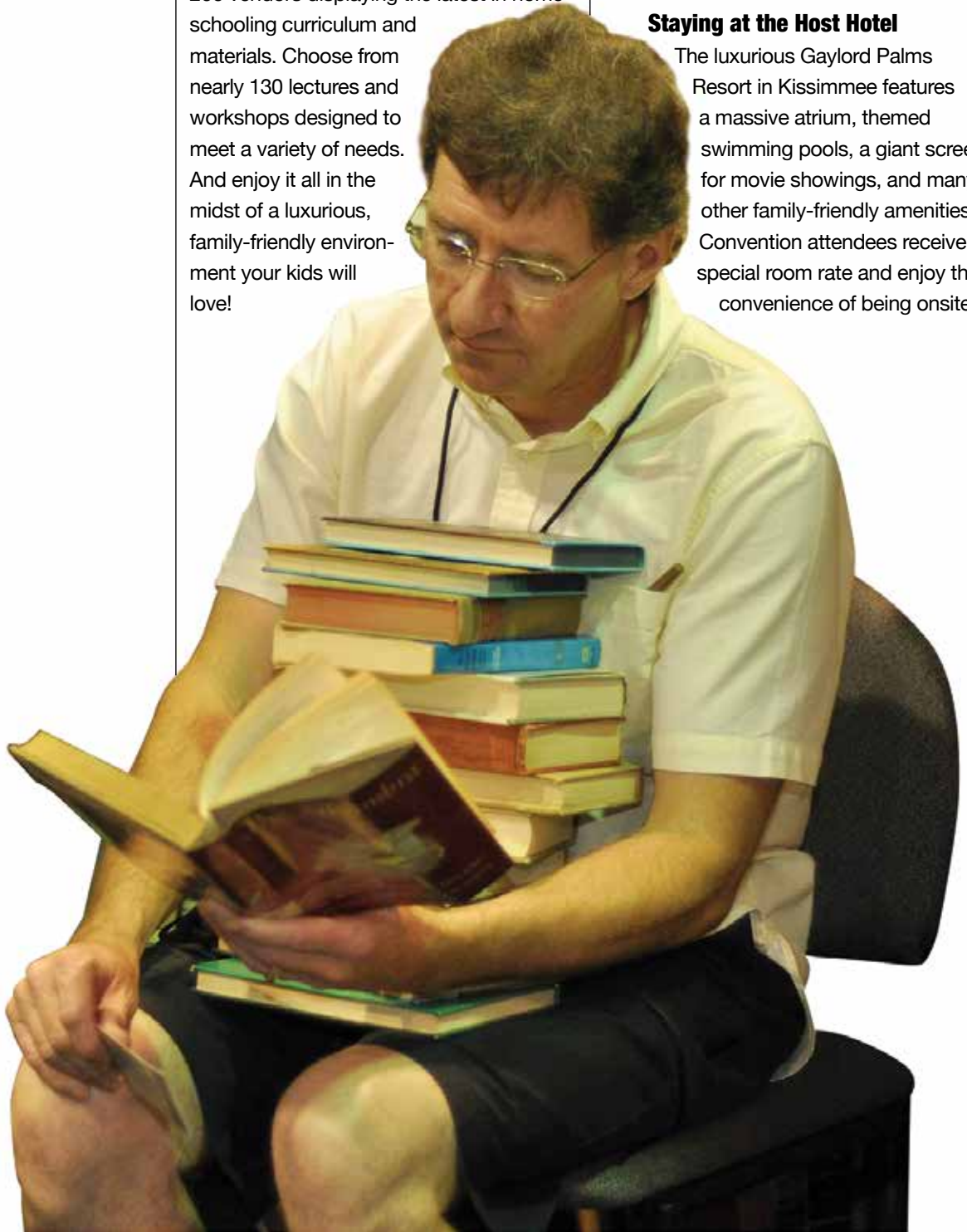
At the Convention, homeschoolers get recharged and equipped to accomplish their educational mission. Come tour a spacious exhibit hall filled with more than 200 vendors displaying the latest in homeschooling curriculum and materials. Choose from nearly 130 lectures and workshops designed to meet a variety of needs. And enjoy it all in the midst of a luxurious, family-friendly environment your kids will love!

As of the preparation of this manual, Convention specifics are still being determined. For up-to-the-minute information on the status of the Convention, including program and registration details, visit [www.fpea.com](http://www.fpea.com) and click on Convention & Events.

FPEA members receive a deep discount on Convention registration — just one of the many benefits of membership.

### Staying at the Host Hotel

The luxurious Gaylord Palms Resort in Kissimmee features a massive atrium, themed swimming pools, a giant screen for movie showings, and many other family-friendly amenities. Convention attendees receive a special room rate and enjoy the convenience of being onsite.





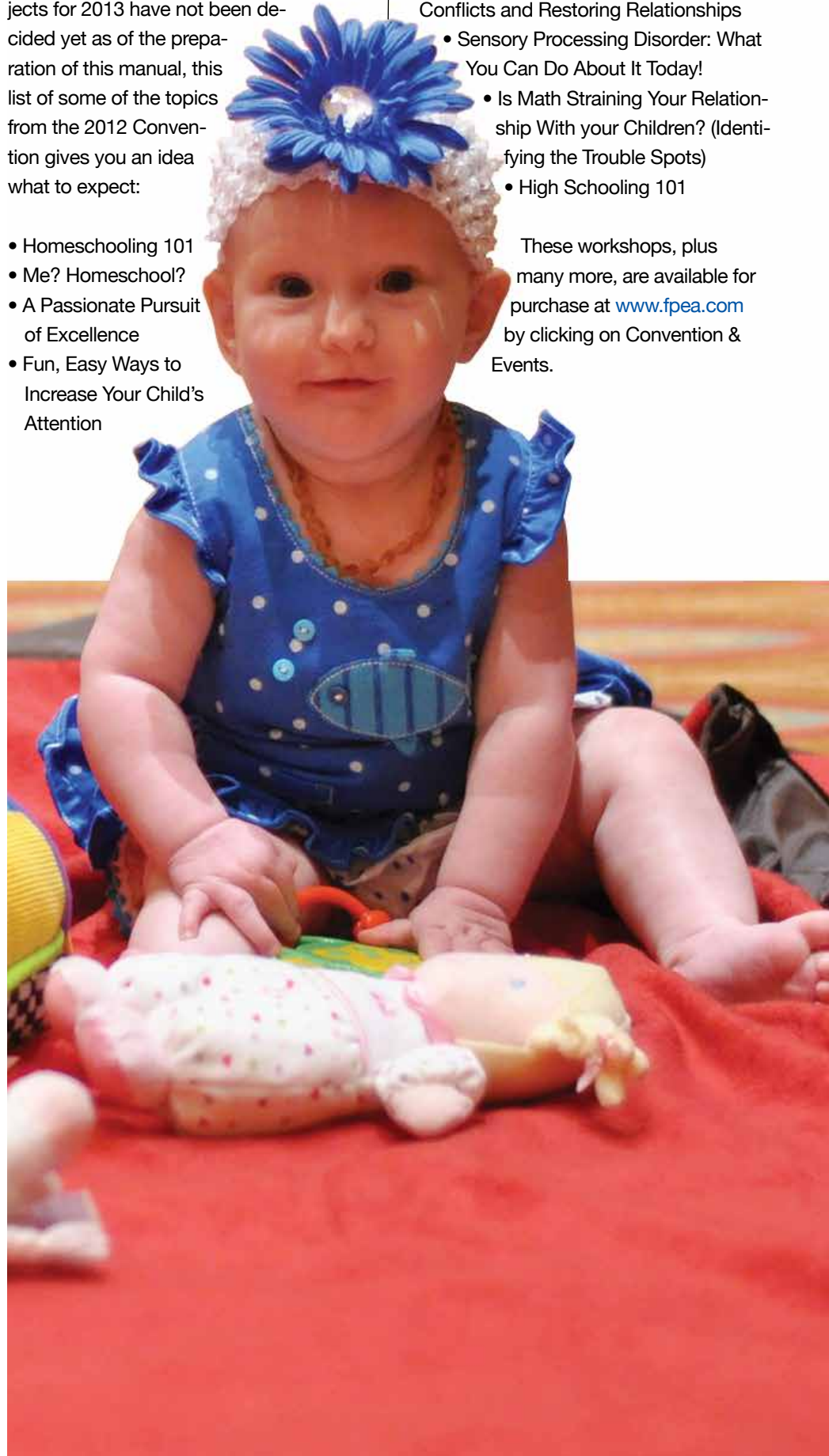
### Topics Covered by Convention Speakers

Though the lecture and workshop subjects for 2013 have not been decided yet as of the preparation of this manual, this list of some of the topics from the 2012 Convention gives you an idea what to expect:

- Homeschooling 101
- Me? Homeschool?
- A Passionate Pursuit of Excellence
- Fun, Easy Ways to Increase Your Child's Attention

- Time-Tested Techniques of Positive Discipline and Self-Esteem Building
- Let Go or I'll Break Your Leg: Resolving Conflicts and Restoring Relationships
  - Sensory Processing Disorder: What You Can Do About It Today!
  - Is Math Straining Your Relationship With your Children? (Identifying the Trouble Spots)
  - High Schooling 101

These workshops, plus many more, are available for purchase at [www.fpea.com](http://www.fpea.com) by clicking on Convention & Events.





# Strategic Partnerships

One of the benefits of FPEA membership is our partnership with other organizations that help us accomplish our mission of equipping your homeschool journey in Florida. Since no organization can do everything on its own, the FPEA links arms with those serving with areas where we otherwise would not reach. Here's an introduction to these important organizations.



HOME EDUCATION FOUNDATION  
HOME EDUCATORS' VOICE AT THE CAPITOL

## Home Education Foundation

Providing you with homeschool lobbying in Tallahassee

Founded in 1991, HEF provides effective, competent and meaningful representation in the Florida Legislature and state agencies. HEF gives homeschoolers a respected lobbying voice in Tallahassee regarding policies directly affecting home education.

Here are some of the opportunities and benefits you enjoy as home educators as a result of the work HEF has done in Tallahassee on behalf of homeschoolers:

- Made dual enrollment available to home-educated students.
- Changed the law to allow community colleges to admit home-education students with a signed affidavit from their parent or based on dual enrollment, in lieu of a diploma.
- Successfully lobbied to pass a law allowing home-educated students to participate in extracurricular activities at public and private schools.
- Fought for home-educated students to be eligible for Bright Futures Scholarships.
- Served on the Project Orange Advisory Board and lobbied for five years to

create the Florida Virtual School so that home-education parents could have free access to courses they did not feel comfortable teaching in high school.

- Negotiated a transfer-of-credit policy adopted in the Florida Administrative Rules.
- Protected home educators from legislation that would limit their freedom.

HEF has accomplished this by:

- Initiating legislation to further provide opportunities for home-educated students.
- Developing relationships with and cultivating the trust of legislators, state agencies and other entities that may influence home education.
- Monitoring approximately 1,800 bills each legislative session to protect home education and negotiating issues that may have a negative impact on home-educated students.
- Serving on boards and committees to represent the interest of home educators.

The FPEA provides financial support for HEF within the limits of the FPEA's non-profit status. HEF is supported entirely by donations, so FPEA-recognized groups or individual FPEA members are encouraged to contribute to the support of your lobbyist. To receive more information, visit [www.flhef.org](http://www.flhef.org) or call 850-877-3494. A group's nonprofit status may determine how much may be donated to lobbying activities, so incorporated groups are encouraged to seek legal counsel to clarify this issue.

## Home School Legal Defense Association

The HSLDA ([www.hslda.org](http://www.hslda.org)) is a nonprofit advocacy organization established to defend and advance the constitutional right of parents to direct the education of their children and to protect family freedoms. Through annual memberships, the HSLDA





is tens of thousands of families united in service together, providing a strong voice when and where needed. Here are some of the places where the HSLDA advocates:

- On the legal front on behalf of members in matters including conflicts with state or local officials over homeschooling. Each year, thousands of member families receive legal consultation by letter and phone, hundreds more are represented through negotiations with local officials, and dozens are represented in court proceedings. The HSLDA also takes the offensive, filing actions to protect members against government intrusion and to establish legal precedent. On occasion, the HSLDA will handle precedent-setting cases for non-members as well.
- On Capitol Hill by tracking federal legislation that affects homeschooling and parental rights. The HSLDA works to defeat or amend harmful bills, but also works proactively, introducing legislation to protect and preserve family freedoms.
- In state legislatures, at the invitation of state homeschool organizations such as the FPEA, by assisting individual states in drafting language to improve their homeschool legal environment and to fight harmful legislation.
- In the media by presenting articulate, knowledgeable spokesmen to the press on the subject of homeschooling. HSLDA staff members are regularly called upon for radio, television and print interviews, and their writings are frequently published in newspapers and magazines nationwide. The HSLDA's own bimonthly magazine, *The Home School Court Re-*

*port*, provides news and commentary on a host of current issues affecting homeschoolers. And its two-minute daily radio broadcast, Home School Heartbeat, can be heard on nearly 500 stations.

- For the homeschooling movement by commissioning and presenting quality research on the progress of homeschooling. Whether it's in print, from the podium or on the air, the HSLDA provides insightful vision and leadership for the cause of homeschooling.

The HSLDA is tens of thousands of American families working through more than 50 dedicated staff members to preserve each other's right to homeschool — together as "Advocates for Family & Freedom."

### **National Home Education Research Institute**

The NHERI is a nonprofit research and educational organization aiming to produce high-quality research on home education; to serve as a clearinghouse of research for home educators, researchers, policy-makers and the media; and to educate the public concerning the findings of all such research. For more information, call 503-364-1490, e-mail [mail@nheri.org](mailto:mail@nheri.org) or visit [www.nheri.org](http://www.nheri.org).

### **National Black Home Educators**

The NBHE is a networking organization founded in Louisiana by Eric and Joyce Burges, serving the African-American community through providing information about getting started with homeschooling, networking/connecting veteran families with new families, recommending resources (such as books, music and films), speaking engagements, curriculum, etc. NBHE endeavors to empower parents to educate their children so as to help them achieve excellence. For more information, visit [www.nbhe.net](http://www.nbhe.net) or e-mail [contact@nbhe.net](mailto:contact@nbhe.net).

# Curriculum and Materials Vendors and Developers

If you are considering homeschooling or have already decided to homeschool, you are probably filled with questions like “How do I get started?” “Why am I homeschooling anyway?” or “What is my philosophy of education?” Others who have gone before you have posed the same questions, and many have written books that can help you build a firm foundation for your home-education program. A few of these resources are listed below. Most can be purchased through catalog companies listed in this section; some may be available at your public library.

Many homeschoolers rely on their libraries as good sources for books and information. Check with your local school system, local homeschool support groups and nontraditional private schools for used-book giveaways and sales.

The contact information listed on pages 106-115 is accurate as of the printing of this manual. Inclusion in these resource pages is not an FPEA endorsement of any product, individual or organization.

## Books

### *100 Top Picks for Homeschool*

#### *Curriculum*

Cathy Duffy

### *Charlotte Mason Companion, A*

Karen Andreola

### *Choosing & Using Curriculum*

Joyce Herzog

### *College-Prep Homeschooling: Your Complete Guide to Homeschooling through High School*

David P. Byers and Chandra Byers

### *Complete Guide to Getting Started in Homeschooling*

Mary Pride

### *For the Children's Sake*

Susan Schaeffer Macaulay

### *Garden Patch of Reproducible Homeschooling Planning & Educational Worksheets, A*

Debora McGregor

### *Gifted Children at Home*

Janice Baker, Kathleen Julicher and Maggie Hogan

### *High School at Home*

Diana Johnson

### *Home Learning Year by Year*

Rebecca Rupp

### *Homeschoolers' College Admissions Handbook*

Cafi Cohen

### *Homeschooling the Challenged Child*

Christine Field

### *How to Homeschool: A Practical Approach*

Gayle Graham

### *Learning in Spite of Labels*

Joyce Herzog

### *Organized Homeschooler, The*

Vicki Caruana

### *Piecing Together the High School Puzzle*

Joanne Mastronicola

### *Relaxed Homeschooler, The*

Mary Hood

### *So You're Thinking About Homeschooling*

Lisa Whelchel

### *Survivor's Guide to Home Schooling, A*

Luanne Shackelford and Susan White

### *Teaching the Trivium*

Harvey and Laurie Bluedorn

### *Three R's, The*

Ruth Beechick

### *Ultimate Guide to Homeschooling, The*

Debra Bell

### *Ultimate Guide to Homeschooling Teens The*

Debra Bell

### *Way They Learn, The*

Cynthia Tobias

### *Well Trained Mind, The*

Jessie Wise and Susan Wise Bauer

**What Your Child Needs to Know When**

Robin Sampson

**When Homeschooling Gets Tough**

Diana Johnson

**You Can Teach Your Child Successfully**

Ruth Beechick

**Periodicals****Connect**

(free to FPEA members)

877-ASK-FPEA (275-3732)

[www.fpea.com](http://www.fpea.com)**Home Education Magazine**

800-236-3278

[www.homeedmag.com](http://www.homeedmag.com)**Home School Digest**

269-764-1910

[www.homeschooldigest.com](http://www.homeschooldigest.com)**Homeschooling Today**

866-804-4HST (4478)

[www.homeschooltoday.com](http://www.homeschooltoday.com)**Old Schoolhouse, The Magazine**

888-718-HOME (4663)

[www.thehomeschoolmagazine.com](http://www.thehomeschoolmagazine.com)**Practical Homeschooling**

800-346-6322

[www.home-school.com/catalog/pages/phs.php3](http://www.home-school.com/catalog/pages/phs.php3)**Teaching Home, The**

503-253-9633

[www.teachinghome.com](http://www.teachinghome.com)**Distributors**

Obtaining several catalogs from homeschool-friendly distributors is often the best place to begin. Most of these distributors are homeschool experts and can point you to the best products available for all grade levels.

**Beautiful Feet Books**

805-542-9847, orders

800-889-1978

[www.bfbooks.com](http://www.bfbooks.com)**Christianbook.com**

800-CHRISTIAN (247-4784)

[christianbook.com](http://christianbook.com)**Eagles Wings Educational Materials**

580-252-1555

[www.eagleswingsed.com](http://www.eagleswingsed.com)**Good Steward Books**

800-296-7099

[www.goodstewardbooks.com](http://www.goodstewardbooks.com)**HomeSchool, Inc.**

800-760-7015

[www.home-school-inc.com](http://www.home-school-inc.com)**Homeschool Place, The**

727-392-8240

[www.thehomeschoolplace.com](http://www.thehomeschoolplace.com)**Joyce Herzog**

423-553-6387

[www.joyceherzog.com](http://www.joyceherzog.com)**Lamplighter Publishing**

888-246-7735

[www.lamplighterpublishing.com](http://www.lamplighterpublishing.com)**Lifetime Books and Gifts**

305-248-1271

[www.shoplbg.com](http://www.shoplbg.com)**New Leaf Press**

800-999-3777

[www.nlpg.com](http://www.nlpg.com)**Quest for Learning**[www.questforlearning.com](http://www.questforlearning.com)**Rainbow Resource Center**

888-841-3456

[www.rainbowresource.com](http://www.rainbowresource.com)**R.O.C.K. Solid**

800-705-3452

[www.rocksolidinc.com](http://www.rocksolidinc.com)**Sonlight Curriculum**

303-730-6292

[www.sonlight.com](http://www.sonlight.com)**YWAM Publishing/Emerald Books**

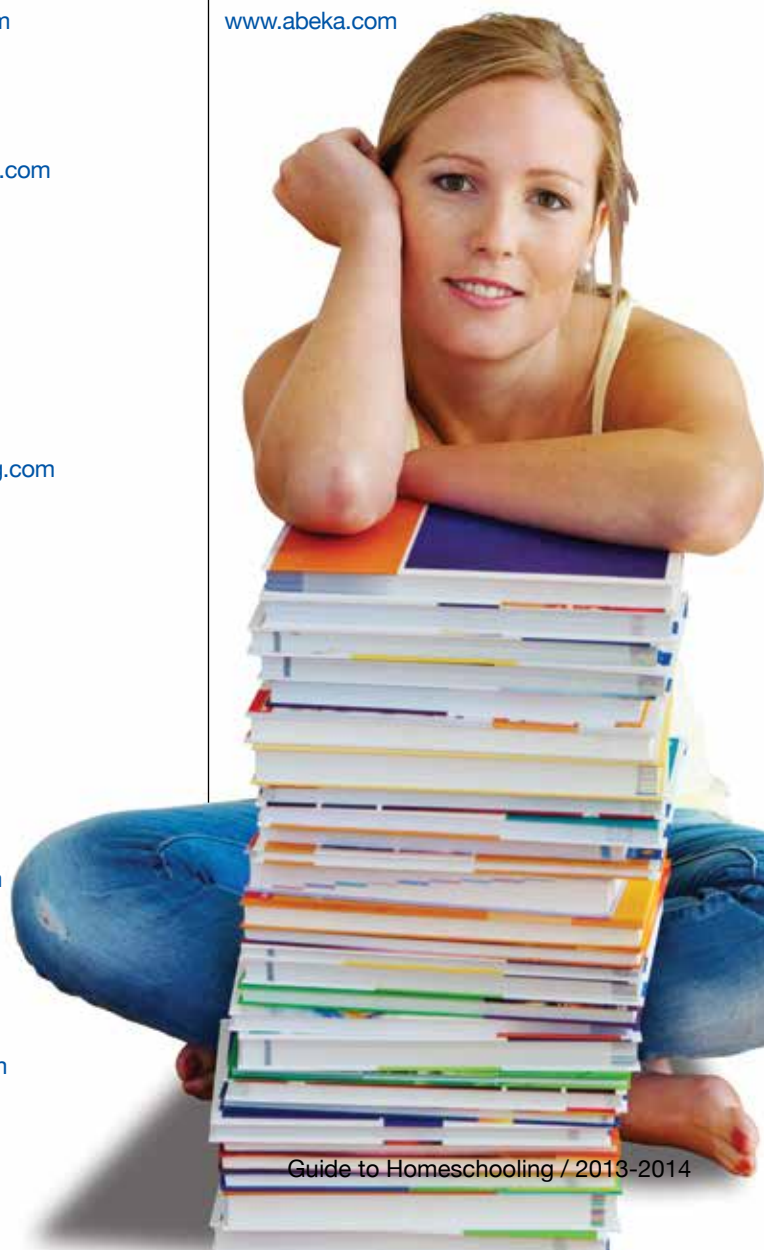
800-922-2143

[www.ywampublishing.com](http://www.ywampublishing.com)**Textbooks**

These companies supply books, but you provide the lesson plans, do the grading and keep the records:

**A Beka Book**

877-ABEKABOOK (223-5226)

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

**Academy of Science for Kids**

727-641-3853

[www.academyofscienceforkids.com](http://www.academyofscienceforkids.com)**Accelerated Christian Education**

800-925-7777

[www.aceministries.com](http://www.aceministries.com)**A.C.C.E.S.**

800-854-5840

[www.acces-inc.com](http://www.acces-inc.com)**Alpha Omega Publications**

800-622-3070

[www.aop.com](http://www.aop.com)**Bob Jones University Press**

800-845-5731

[www.bjupress.com](http://www.bjupress.com)**Christian Liberty Academy School System**

800-348-0899

[www.homeschools.org](http://www.homeschools.org)**Christian Light Publications**

800-776-0478

[www.clp.org](http://www.clp.org)**Harcourt School Publishers**

800-426-6577

[www.harcourtschool.com](http://www.harcourtschool.com)**Institute for Excellence in Writing**

800-856-5815

[www.excellenceinwriting.com](http://www.excellenceinwriting.com)**Junction of Function**

239-777-4009

[www.junctionoffunction.com](http://www.junctionoffunction.com)**KONOS Curriculum**

972-924-2712

[www.konos.com](http://www.konos.com)**Moore Foundation, The**

541-467-2444

[www.moorefoundation.com](http://www.moorefoundation.com)**Pearson Learning Group**

800-848-9500

[www.phschool.com](http://www.phschool.com)**Rod and Staff Publishers**

800-761-0234

[www.rodandstaffbooks.com](http://www.rodandstaffbooks.com)**Saxon Publishers**

800-289-4490

[saxonhomeschool.hmhco.com/en/saxonhomeschool.htm](http://saxonhomeschool.hmhco.com/en/saxonhomeschool.htm)**Sonlight Curriculum**

303-730-6292

[www.sonlight.com](http://www.sonlight.com)**Private Schools & Online Courses**

These organizations offer complete courses including tests, grading and record keeping:

**A Beka Academy**

800-874-3592

[www.abekaacademy.org](http://www.abekaacademy.org)**Atrium School**

561-247-5726

[www.atriumschool.org](http://www.atriumschool.org)**BYU Independent Study**

800-914-8931

[www.elearn.byu.edu](http://www.elearn.byu.edu)**Calvert School**

888-487-4652

[www.calvertschool.org](http://www.calvertschool.org)**Cedarville University/Cedarville Academy**

822-233-2784

[www.cedarville.edu/DualEnrollment](http://www.cedarville.edu/DualEnrollment)**Champion Preparatory Academy**

407-788-0018

[www.championprep.org](http://www.championprep.org)**Christian Victory Academy**

407-281-6244

[www.christianvictoryacademy.org](http://www.christianvictoryacademy.org)**Circle Christian School**

407-740-8877

[www.circlechristianschool.org](http://www.circlechristianschool.org)

**Florida Association of Christian Colleges and Schools**

954-422-9611  
[www.faccs.org](http://www.faccs.org)

**Florida Virtual School**

(free Internet middle school and high school courses)  
 800-374-1430  
[www.flvs.net](http://www.flvs.net)

**HomeLife Academy**

888-560-0774  
[www.homelifeademy.com](http://www.homelifeademy.com)

**Home-Link Education of the Palm Beaches**

561-309-7677  
[www.homeschool-life.com/fl/homelinkpbc](http://www.homeschool-life.com/fl/homelinkpbc)

**Keystone National High School**

800-255-4937  
[www.keystoneschoolonline.com](http://www.keystoneschoolonline.com)

**Laurel Springs School**

800-377-5890  
[www.laurelsprings.com](http://www.laurelsprings.com)

**Ligonier Academy**

800-435-4343  
[www.ligonier.org/academy](http://www.ligonier.org/academy)

**New Village Academy**

305-321-0031  
[www.newvillageacad.com](http://www.newvillageacad.com)

**NFC Academy**

850-386-NFCS (6327)  
[www.nfllcademy.com](http://www.nfllcademy.com)

**Progress Academy**

866-516-2404  
[www.progressacademy.org](http://www.progressacademy.org)

**Rejoice School**

954-946-4380  
[www.rejoiceschool.org](http://www.rejoiceschool.org)

**Smith Preparatory Academy**

407-260-0157  
[www.smithprep.com](http://www.smithprep.com)

**Solid Rock Virtual School**

727-834-8586

**University of Florida Division of Continuing Education**

352-392-2137  
[www.dce.ufl.edu](http://www.dce.ufl.edu)

**Verity Institute**

866-9-VERITY (983-7489)  
[www.verityinstitute.org](http://www.verityinstitute.org)

**Correspondence Courses**

The following organizations offer complete courses including tests, grading and record keeping — students return assignments by mail:

**A Beka Home School**

800-874-3592  
[www.abekaacademy.org](http://www.abekaacademy.org)

**Alpha Omega Academy**

877-320-2881  
[www.aoademy.com](http://www.aoademy.com)

**American School**

708-418-2800  
[www.americanschool.org](http://www.americanschool.org)

**BJ HomeSat**

800-845-5731  
[www.bjupresshomeschool.com/content/ahe-academy-home-education](http://www.bjupresshomeschool.com/content/ahe-academy-home-education)

**Christian Liberty Academy**

800-348-0899  
[www.homeschools.org](http://www.homeschools.org)

**Keystone National High School**

800-255-4937  
[keystoneschoolonline.com](http://keystoneschoolonline.com)

**North Atlantic Regional High School**

(diploma program)  
 800-882-2828  
[www.narhs.org](http://www.narhs.org)

**Specialty Product Companies****5MinuteMath.com**

305-606-1296  
[www.5minutemath.com](http://www.5minutemath.com)

**Academy of Science for Kids**

727-641-3853  
[www.academyofscienceforkids.com](http://www.academyofscienceforkids.com)

**Accountable Kids**

(accountability)  
 888-688-KIDS (5437)  
[www.accountablekids.com](http://www.accountablekids.com)

**Add-a-Century Timeline**

320-251-3612  
[www.addacentury.com](http://www.addacentury.com)

**All About Learning**

715-477-1976  
[www.allaboutlearningpress.com](http://www.allaboutlearningpress.com)

**AMO Enrichment Curriculum**

877-838-8808  
[www.amoprogram.com](http://www.amoprogram.com)

**Analytical Grammar**

919-783-0795  
[www.analyticalgrammar.com](http://www.analyticalgrammar.com)

**Apologia Educational Ministries**

(sciences)  
 888-524-4724  
[www.apologia.com](http://www.apologia.com)

**Artistic Pursuits**

303-467-0504  
[www.artisticpursuits.com](http://www.artisticpursuits.com)

**Arts Attack**

888-310-2787  
[www.homeschoolart.com](http://www.homeschoolart.com)

**Auralog**

(languages)

888-388-3535

[www.auralog.com/us/homeschool\\_home.htm](http://www.auralog.com/us/homeschool_home.htm)**Balancing the Sword**

(Bible study)

[www.balancingthesword.com](http://www.balancingthesword.com)**Beginning Advantage, A / A Reason For**

479-549-3673

[www.abeginningadvantage.com](http://www.abeginningadvantage.com)**Bilingual Books**

(languages)

800-488-5068

[www.bbks.com](http://www.bbks.com)**Binding Books Beautifully**

321-984-3778

[www.bindingbooksbeautifully.com](http://www.bindingbooksbeautifully.com)**Brain Trainers, The**

239-218-4307

[www.thebraintrainers.net](http://www.thebraintrainers.net)**Catie Frates**

(creation science)

239-304-3380

[www.catiefrates.com](http://www.catiefrates.com)**Center For Literary Education, The**

509-738-6837

[www.centerforlit.com](http://www.centerforlit.com)**Chalk Dust Company**

(upper-level video math courses)

800-588-7564

[www.chalkdust.com](http://www.chalkdust.com)**Championship Chess**

877-919-5464

[www.championshipchess.net](http://www.championshipchess.net)**Christian Homeschool****Athletic Association**

954-646-5903

[www.chaasaints.com](http://www.chaasaints.com)**Christian Liberty Press**

(Bible-based programs)

800-832-2741

[www.christianlibertypress.com](http://www.christianlibertypress.com)**Christian Light Education**

(Bible-based programs)

800-776-0478

[www.clp.org](http://www.clp.org)**Civil Air Patrol**

(U.S. Air Force Auxiliary youth programs)

305-687-4091

[flwg.us](http://flwg.us)**Classical Academic Press**

866-730-0711

[www.classicalacademicpress.com](http://www.classicalacademicpress.com)**Classical Conversations**

910-687-0288

[www.classicalconversations.com](http://www.classicalconversations.com)**Clear Water Press**

888-481-4550

[www.oneyearnovel.com](http://www.oneyearnovel.com)**College Prep Genius**

81-SAT-2-PREP (817-282-7737)

[www.collegeprepgenius.com](http://www.collegeprepgenius.com)**College Plus**

(academic counseling)

866-989-5432

[www.collegeplus.org](http://www.collegeplus.org)**Color the Classics**

(music appreciation)

888-259-1592

[www.colortheclassics.com](http://www.colortheclassics.com)**Cornerstone Curriculum Project**

(biblical worldview)

972-235-5149

[www.cornerstonecurriculum.com](http://www.cornerstonecurriculum.com)**Corps of Re-Discovery**

(American studies)

417-833-6905

[www.corpsrediscovery.com](http://www.corpsrediscovery.com)**Creation Studies Institute**

800-882-0278

[www.creationstudies.org](http://www.creationstudies.org)**Critical Thinking Company, The**

800-458-4849

[www.criticalthinking.com](http://www.criticalthinking.com)**Deeper Roots Publications**

(mission resources, Bible curriculum)

407-797-8557

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

**Digital Interactive Video Education**

(math and science)

936-372-9216

[www.diveintomath.com](http://www.diveintomath.com)**Disney Youth Programs**

877-939-6884

[www.disneyyouth.com](http://www.disneyyouth.com)**DNA Depot**

(creation)

[www.dnadepot.com](http://www.dnadepot.com)**Dr. Drew's Toys**

(educational toys)

321-984-1018

[www.dr Drewsblocks.com](http://www.dr Drewsblocks.com)**Doorposts**

(Bible-based parenting products)

1-888-433-4749

[www.doorposts.net](http://www.doorposts.net)**Easy Reasoning**[www.easyreasoning.com](http://www.easyreasoning.com)**EATours**

800-989-3876

[www.eatours.com](http://www.eatours.com)**Ebaru Publishing/Violin Book**

727-442-6828

[www.theviolinbook.com](http://www.theviolinbook.com)**Equip Education**

786-863-0498

[www.equipeducation.org](http://www.equipeducation.org)**Exploration Education**

(physical science)

925-324-45404

[www.explorationeducation.com](http://www.explorationeducation.com)**Explorer's Bible Study**

800-657-2874

[www.explorerbiblestudy.org](http://www.explorerbiblestudy.org)**Five in a Row Publishing**

(preschool and elementary)

[www.fiarhq.com](http://www.fiarhq.com)**Generation Joshua**

(civics and citizenship)

540-338-8608

[www.generationjoshua.org](http://www.generationjoshua.org)**Generations of Virtue**

719-495-9941

[www.generationsofvirtue.org](http://www.generationsofvirtue.org)**Geography Matters**

(history, science and geography materials)

800-426-4650

[www.geomatters.com](http://www.geomatters.com)**GiftedThinkers.com**

800-741-0887

[www.giftedthinkers.com](http://www.giftedthinkers.com)**GOAT Program, The**(goal setting, problem solving,  
time management)

941-962-2176

[www.thegoatprogram.com](http://www.thegoatprogram.com)**Grace & Truth Books**

(classical literature)

918-245-1500

[www.graceandtruthbooks.com](http://www.graceandtruthbooks.com)**Gravitas Publications/Real Science 4 Kids**

505-266-2761

[www.gravitaspublications.com](http://www.gravitaspublications.com)**Greathall Productions**

800-477-6234

[www.greathall.com](http://www.greathall.com)**Handwriting Without Tears**

301-263-2700

[www.hwtears.com](http://www.hwtears.com)**Heart of Dakota Publishing**

605-428-4068

[www.heartofdakota.com](http://www.heartofdakota.com)**Him Visible Teaching Curriculum**[www.himvisible.com](http://www.himvisible.com)**HipHop-Edu.com**

314-869-4556

[www.hiphop-edu.com](http://www.hiphop-edu.com)**Holmquist Educational Consultants**

813-753-6500

[www.hecedu.com](http://www.hecedu.com)**Home School Inc.**

800-760-7015

[www.home-school-inc.com](http://www.home-school-inc.com)**Homeschool Channel, The**

863-605-0345

[www.thehomeschoolchannel.tv](http://www.thehomeschoolchannel.tv)**Homeschool How-To's**

970-385-1809

[www.homeschoolhowtos.com](http://www.homeschoolhowtos.com)**Homeschool-Life.com**

(Web site support)

920-755-0257

[www.homeschool-life.com](http://www.homeschool-life.com)**In the Hands of a Child**

866-HANDS-01

[www.handsofachild.com](http://www.handsofachild.com)**Institute for Creation Research**

800-337-0375

[www.icr.org](http://www.icr.org)**Institute for Excellence in Writing**

800-856-5815

[www.writing-edu.com](http://www.writing-edu.com)**Jazz Edge**

401-331-0000

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

**Joshua Generation Musical Theater Company, The**

813-928-0905  
[www.thenewjoshuageneration.com](http://www.thenewjoshuageneration.com)

**Kids Love Florida Travel Guides & Games**

614-792-6451  
[www.kidslovetravel.com](http://www.kidslovetravel.com)

**Kids Shape It Up**

407-617-5895  
[www.kidsshapeitup.com](http://www.kidsshapeitup.com)

**KidsWealth**

(money management)  
 866-954-5437  
[www.kidswealth.com](http://www.kidswealth.com)

**Knowledge Exchange, The**

321-676-8606  
[www.TheKnowledgeExchange.com](http://www.TheKnowledgeExchange.com)

**La Clase Divertida**

(Spanish)  
 386-677-0421  
[www.funclase.com](http://www.funclase.com)

**Landmark's Freedom Baptist Curriculum**

863-422-2037  
[www.landmarkbaptistchurch.org](http://www.landmarkbaptistchurch.org)

**Latin Road to English Grammar, The**

(Latin language)  
 530-275-2064  
[www.thelatinroad.com](http://www.thelatinroad.com)

**Learn to Learn**

407-275-5550  
[www.learntolearn.com](http://www.learntolearn.com)

**Learnables**

816-765-8855  
[www.learnables.com](http://www.learnables.com)

**Learning at Home**

863-676-7577  
[www.learningathome.org](http://www.learningathome.org)

**Learning RX**

407-322-3144  
[www.learningrx.com/lake-mary](http://www.learningrx.com/lake-mary)

**Lego Education**

805-866-LEGO  
[www.legoeducation.us](http://www.legoeducation.us)

**Lilly the Lash**

941-504-9230  
[www.lillythelash.com](http://www.lillythelash.com)

**Little Passports**

415-874-9577  
[www.littlepassports.com](http://www.littlepassports.com)

**Maestro Classics**

888-540-2811  
[www.maestroclassics.com](http://www.maestroclassics.com)

**Math on the Level**

707-836-4260  
[www.mathonthelevel.com](http://www.mathonthelevel.com)

**Math-U-See**

888-854-6284  
[www.mathusee.com](http://www.mathusee.com)

**Max Publications**

800-462-9008  
[www.maxtravelbooks.com](http://www.maxtravelbooks.com)

**Media Angels**

(creation science materials)  
[www.MediaAngels.com](http://www.MediaAngels.com)

**Memoria Press**

(classical), 877-862-1097  
[www.memoriapress.com](http://www.memoriapress.com)

**Miller Pads & Paper**

(educational supplies)  
 608-375-2181  
[www.millerpadsandpaper.com](http://www.millerpadsandpaper.com)

**Moving Beyond the Page**

(gifted and creative students)  
 919-351-9687,  
[www.movingbeyondthepage.com](http://www.movingbeyondthepage.com)

**Mr. Mike's Music Mats**

407-733-4474  
[www.mrmikesmusicmats.com](http://www.mrmikesmusicmats.com)

**My Father's World**

(Bible-based curriculum)  
 573-426-4600  
[www.mfwbooks.com](http://www.mfwbooks.com)

**Nest Entertainment**

(animated history videos)  
 800-988-6378  
[www.charactered.com](http://www.charactered.com)

**Noeo Science Curriculum**

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

**Notgrass Company**

(learning lifestyle)  
 800-211-8793  
[www.notgrass.com](http://www.notgrass.com)

**Paradigm Accelerated Curriculum**

325-649-0976  
[www.pacworks.com](http://www.pacworks.com)

**Pearson Learning Group**

800-321-3106  
[www.pearsonlearning.com](http://www.pearsonlearning.com)

**Pearson Uexcel — College Credit by Exam**

888-224-6383  
[www.uexceltest.com](http://www.uexceltest.com)

**Pedia Learning Logic of English**

612-808-0585  
[www.logicofenglish.com](http://www.logicofenglish.com)

**Picture This! Ministries**

(art-based Bible curriculum)  
 1-888-499-9305  
[www.bibledraw.com](http://www.bibledraw.com)



**Pilgrim Institute**

574-277-1789

[www.pilgriminstitute.org](http://www.pilgriminstitute.org)**Plan Bible, The**[www.planbible.com](http://www.planbible.com)**Positive Action for Christ Bible Curriculum**

800-688-3008

[www.positiveaction.org](http://www.positiveaction.org)**Progeny Press**

(Christian-based literature study guides)

877-776-4369

[www.progenypress.com](http://www.progenypress.com)**Ready-Made Preschool**

412-215-1503

[www.ready-madepreschool.com](http://www.ready-madepreschool.com)**RightStart Mathematics by  
Activities for Learning**

888-272-3291

[www.rightstartmath.com](http://www.rightstartmath.com)**Ring Around the Phonics**

904-317-5330

[www.ringaroundthephonics.com](http://www.ringaroundthephonics.com)**Ring of Fire**

888-785-5439

[www.ringoffirescience.com](http://www.ringoffirescience.com)**Rosetta Stone**

(languages)

800-788-0822

[www.rosettastone.com](http://www.rosettastone.com)**Sequential Spelling**

888-928-3576

[www.sequentialspelling.com](http://www.sequentialspelling.com)**Sew Teach Me**

407-952-2403

[blueflamingodesigns.com](http://blueflamingodesigns.com)**Stephen Guffanti, M.D. — Rocket Phonics**

888-377-4664

[www.rocketphonics.com](http://www.rocketphonics.com)**Struggling Reader, The**

252-281-4788

[www.covenanteducationervices.com](http://www.covenanteducationervices.com)**Suitcase Studies**[www.suitcasestudies.com](http://www.suitcasestudies.com)**Summit Debate**

954-593-2974

[www.summitdebateonline.com](http://www.summitdebateonline.com)**Summit Ministries/John Stonestreet**

(Christian worldview)

866-786-6483,

[www.summit.org](http://www.summit.org)**Super Awesome Cool Pottery Studios**

407-452-2452

[www.superawesomcool.org](http://www.superawesomcool.org)**SweatMonkey**

863-680-2828

[www.sweatmonkey.org](http://www.sweatmonkey.org)**Teaching Textbooks**

866-867-6284

[www.teachingtextbooks.com](http://www.teachingtextbooks.com)**Total Language Plus**

360-754-3660

[www.totallanguageplus.com](http://www.totallanguageplus.com)**Triangle Education**

919-387-7004

[www.triangleed.com](http://www.triangleed.com)**TRISMS Curriculum**

918-585-2778

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

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**Valerie Bendt**

(unit studies)  
813-758-6793  
[www.valeriebendt.com](http://www.valeriebendt.com)

**Victoria Kasten, Homeschooled Author**

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

**Victory Martial Arts**

407-740-6747  
[www.victoryma.com](http://www.victoryma.com)

**VideoText Interactive**

(upper-level math)  
317-308-6610  
[www.videotext.com](http://www.videotext.com)

**Vision Forum**

(Christian history-oriented materials with family- and gender-related titles),  
800-440-0022  
[www.visionforum.com](http://www.visionforum.com)

**Visual Health & Learning Center**

407-277-5729  
[www.visualhealthlearning.com](http://www.visualhealthlearning.com)

**Well-Planned Day and Home Educating Family Magazine**

615-830-8648  
[www.homeeducatingfamily.com](http://www.homeeducatingfamily.com)

**WriteAtHome**

757-319-4762  
[www.writeathome.com](http://www.writeathome.com)

**WriteShop**

909-989-5576  
[www.writeshop.com](http://www.writeshop.com)

**Writing Strands**

800-688-5375  
[www.writingstrands.com](http://www.writingstrands.com)

**YoungBiz Florida**

(business, entrepreneurship and money management)  
866-783-0223  
[www.youngbiz.com](http://www.youngbiz.com)

**Zeezok Publishing**

800-749-1681  
[www.zeezok.com](http://www.zeezok.com)

**Support Organizations**

These organizations include Christian ministries and other entities that serve homeschoolers outside the realm of academic curriculum.

**Brodsky Ministries**

843-851-2309  
[www.brodskyministries.com](http://www.brodskyministries.com)

**Coral Ridge Ministries**

800-98-TRUTH (988-7884)  
[www.coralridge.org](http://www.coralridge.org)

**Denise Mira Ministries**

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

**Dianne Craft, M.A., C.N.H.P.**

303-694-0532  
[www.diannecraft.org](http://www.diannecraft.org)

**Exodus Mandate**

803-714-1744  
[www.exodusmandate.org](http://www.exodusmandate.org)

**Family Ministries**

800-545-1729  
[www.familyministries.com](http://www.familyministries.com)

**Familyman Ministries**

574-658-4376  
[www.familymanweb.com](http://www.familymanweb.com)

**Florida Surveying & Mapping Society**

800-237-4384  
[www.fsms.org](http://www.fsms.org)

**Foundation for American Christian Education**

800-352-3223  
[www.principleapproach.org](http://www.principleapproach.org)

**Gospel for Asia**

800-946-2742  
[www.gfa.org](http://www.gfa.org)

**Heritage Foundation, The**

202-546-4400  
[www.heritage.org](http://www.heritage.org)

**Home Educating Family Publishing**

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

**Home School Foundation**

540-338-8688  
[www.homeschoolfoundation.org](http://www.homeschoolfoundation.org)

**Home School Grad Stuff**

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

**Home School Legal Defense Association**

540-338-5600  
[www.hslda.org](http://www.hslda.org)

**Homeschool ID**

813-442-4742  
[www.homeschoolid.com](http://www.homeschoolid.com)

**Homeschool Programming**

888-606-7263  
[www.homeschoolprogramming.com](http://www.homeschoolprogramming.com)

**Learning by Grace**

215-487-3700  
[www.learningbygrace.org](http://www.learningbygrace.org)

**Medical Transcription Services**

602-482-0782  
[www.medicaltranscription.com](http://www.medicaltranscription.com)

**Minds in Motion**

954-977-2727  
[www.mindsinmotioninstitute.com](http://www.mindsinmotioninstitute.com)

**Modesty Matters**

812-569-3711

[www.modestymatters.net](http://www.modestymatters.net)**North Florida Christian Academy**

888-407-6327

[www.nflschoolonline.com](http://www.nflschoolonline.com)**Parental Rights**

540-751-1200

[www.parentalrights.org](http://www.parentalrights.org)**Rock of Israel Ministries**

800-722-7625

[www.rockofisrael.org](http://www.rockofisrael.org)**Samaritan's Purse/Operation  
Christmas Child**

828-262-1980

[www.samaritanspurse.org](http://www.samaritanspurse.org)**Seton Testing Services**

800-542-1066

[www.setontesting.com](http://www.setontesting.com)**Spoken Word of God Ministries**

800-232-4253

[www.SpokenWordofGod.org](http://www.SpokenWordofGod.org)**Summit Ministries**

866-786-6483

[www.summit.org](http://www.summit.org)**Teen Mission International**

321-453-0350

[www.teenmissions.org](http://www.teenmissions.org)**U.S. Naval Sea Cadets Corps**

703-243-6910

[www.seacadets.org](http://www.seacadets.org)**YWAM (Youth With a Mission)**[ywam.org](http://ywam.org)**Colleges****Baptist College of Florida**

800-328-2660 ext. 460

[www.baptistcollege.edu](http://www.baptistcollege.edu)**Bryan College**

800-277-9522

[www.bryan.edu](http://www.bryan.edu)**Cedarville University/Cedarville Academy**

800-233-2784

[www.cedarville.edu](http://www.cedarville.edu)**Clearwater Christian College**

727-726-1153

[www.clearwater.edu](http://www.clearwater.edu)**Florida Christian College**

407-847-8966

[www.fcc.edu](http://www.fcc.edu)**Georgia Military College**

478-387-4950

[www.GMCOncampus.net](http://www.GMCOncampus.net)**Global University**

800-443-1083

[www.globaluniversity.edu](http://www.globaluniversity.edu)**Liberty University**

800-543-5317

[www.liberty.edu](http://www.liberty.edu)**Patrick Henry College**

540-338-1776

[www.phc.edu](http://www.phc.edu)**Pensacola Christian College**

800-722-4636

[www.pccinfo.com](http://www.pccinfo.com)**Savannah College of Art & Design**

800-869-7223

[www.scad.edu](http://www.scad.edu)**Trinity College of Florida**

727-376-6911

[www.trinitycollege.edu](http://www.trinitycollege.edu)**Troy University**

800-414-5756

[www.troy.edu](http://www.troy.edu)**Webber International University**

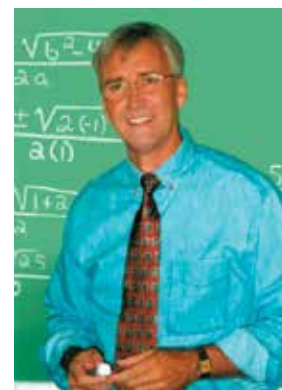
800-741-1844

[www.webber.edu](http://www.webber.edu)**Chalk Dust Company***Adventures in Math*

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# Field Trip Information

The attractions listed here offer educational programs of interest to home-schoolers, with listings broken down by FPEA district. If you would like to add a destination for inclusion in future editions, send its name, location, phone number and website to [editor@fpea.com](mailto:editor@fpea.com). You can also help us keep this listing up to date by sending any necessary corrections to the information, as we are not always able to verify its accuracy.

## District 1

### **Camp Helen State Park**

(Panama City Beach)  
850-233-5059

### **Cape San Blas**

(Gulf County)  
[capesanblas.com](http://capesanblas.com)

### **Deer Lake State Park**

(Santa Rosa Beach)  
850-267-8300  
[www.floridastateparks.org/deerlake](http://www.floridastateparks.org/deerlake)

### **Eden Gardens State Park**

(Santa Rosa Beach)  
850-267-8320  
[www.floridastateparks.org/edengardens](http://www.floridastateparks.org/edengardens)

### **Fort Pickens State Park**

(Pensacola)  
[www.stateparks.com/fort\\_pickens.html](http://www.stateparks.com/fort_pickens.html)

### **Fred Gannon Rocky Bayou State Park**

(Niceville)  
850-833-9144  
[www.floridastateparks.org/rockybayou](http://www.floridastateparks.org/rockybayou)

### **Grayton State Park**

(Santa Rosa Beach)  
850-267-8300  
[floridastateparks.org/graytonbeach/default.cfm](http://floridastateparks.org/graytonbeach/default.cfm)

### **Gulf World Marine Park**

(Panama City Beach)  
850-234-5271  
[www.gulfworldmarinepark.com](http://www.gulfworldmarinepark.com)

### **Historic Pensacola Village**

[www.historicpensacola.org](http://www.historicpensacola.org)

### **National Naval Aviation Museum**

(Pensacola)  
850-452-3604  
[www.navalaviationmuseum.org](http://www.navalaviationmuseum.org)

### **NOAA Fisheries Science Center,**

#### **Panama City Lab**

[www.sefsc.noaa.gov/labs/panamacity.htm](http://www.sefsc.noaa.gov/labs/panamacity.htm)

### **Panama City Beach Conservation Park**

[www.pcbgov.com/conservation-park.htm](http://www.pcbgov.com/conservation-park.htm)

### **Panama City Publishing Company**

#### **Museum & Visitor Center**

850-872-7208  
[www.historicstandrews.com](http://www.historicstandrews.com)

### **Pensacola Children's Museum**

850-595-1559

### **Pensacola Museum of Art**

850-432-6247  
[www.pensacolamuseumofart.org](http://www.pensacolamuseumofart.org)

### **Ponce de Leon Springs State Park**

(Ponce de Leon)  
850-836-4281  
[www.floridastateparks.org/PoncedeLeonSprings](http://www.floridastateparks.org/PoncedeLeonSprings)

### **Science & Discovery Center of**

#### **Northwest Florida**

(Panama City)  
850-769-6128  
[www.scienceanddiscoverycenter.org](http://www.scienceanddiscoverycenter.org)



**St. Marks Wildlife Refuge**

850-925-6121

[www.fws.gov/saintmarks](http://www.fws.gov/saintmarks)

**Topsail Hill Preserve State Park**

(Santa Rosa Beach)

850-267-8330

[www.floridastateparks.org/topsailhill](http://www.floridastateparks.org/topsailhill)

**Twin Oaks Farm**

(Bonifay)

850-547-5636

[www.twinoaksfarm.net](http://www.twinoaksfarm.net)

**Wonderworks**

(Panama City Beach)

[www.wonderworksonline.com/panama-city-beach](http://www.wonderworksonline.com/panama-city-beach)

**Zooworld**

(Panama City Beach)

850-230-1243

[www.zooworldpcb.net](http://www.zooworldpcb.net)

**District 2**

**Alfred B. Maclay State Gardens**

(Tallahassee)

850-487-4556

[www.floridastateparks.org/maclaygardens](http://www.floridastateparks.org/maclaygardens)

**Antique Car Museum**

(Tallahassee)

850-391-7081

[www.tacarmuseum.com/?mkt=65901](http://www.tacarmuseum.com/?mkt=65901)

**Bald Point State Park**

(Wakulla)

850-349-9146

[www.floridastateparks.org/baldpoint/default.cfm](http://www.floridastateparks.org/baldpoint/default.cfm)

**Beadel House at Tall Timbers**

(Tallahassee)

850-893-4153

[www.talltimbers.org](http://www.talltimbers.org)

**Calhoun Street Historic District**

(Tallahassee)

850-488-7334

[www.taltrust.org](http://www.taltrust.org)

**Carrie Meek/James Eaton Sr. Black Archives Research Center and Museum**

(Tallahassee)

850-599-3020

[www.cis.famu.edu/BlackArchives/expventures.html](http://www.cis.famu.edu/BlackArchives/expventures.html)**Challenger Learning Center IMAX**

(Tallahassee)

850-644-4629

[www.challengertlh.com](http://www.challengertlh.com)**De Soto Encampment**

(Tallahassee)

850-922-6007

[www.exploresouthernhistory.com/flidesoto1.html](http://www.exploresouthernhistory.com/flidesoto1.html)**First Presbyterian Church**

(Tallahassee)

850-222-4504

[www.oldfirstchurch.org](http://www.oldfirstchurch.org)**Florida A&M University**

(Tallahassee)

850-599-3000

[www.famu.edu](http://www.famu.edu)**Florida State University**

(Tallahassee)

850-644-1085

[www.fsu.edu](http://www.fsu.edu)**Fort Gadsden Historic State Park/  
Apalachicola National Forest**

(Franklin County)

[en.wikipedia.org/wiki/Fort\\_Gadsden](http://en.wikipedia.org/wiki/Fort_Gadsden)**Goodwood Museum & Gardens**

(Tallahassee)

850-877-4202

[www.goodwoodmuseum.org](http://www.goodwoodmuseum.org)**Governor's Mansion**

(Tallahassee)

850-717-9345

[www.floridagovernorsmansion.com](http://www.floridagovernorsmansion.com)**Guided Tours in Florida's Capital and the Forgotten Coast**

(Tallahassee)

850-212-2063

[www.toursintallahassee.com](http://www.toursintallahassee.com)**John G. Riley Museum of African American History and Culture**

(Tallahassee)

850-681-7881

[rileymuseum.org/site](http://rileymuseum.org/site)**Knott House Museum**

(Tallahassee)

850-922-2459

[www.museumoffloridahistory.com](http://www.museumoffloridahistory.com)**Lake Jackson Mounds State Archaeological Site**

(Tallahassee)

850-922-6007

[www.floridastateparks.org/lakejackson](http://www.floridastateparks.org/lakejackson)**Mary Brogan Museum of Art**

(Tallahassee)

850-513-0700

[www.thebrogan.org](http://www.thebrogan.org)**Mission San Luis**

(Tallahassee)

850-245-6406

[www.missionsanluis.org](http://www.missionsanluis.org)**Monticello Opera House**

850-997-4242

[www.monticelloofluidaoperahouse.com](http://www.monticelloofluidaoperahouse.com)**Museum of Florida History, The**

(Tallahassee)

850-245-6400

[www.museumoffloridahistory.com](http://www.museumoffloridahistory.com)**Natural Bridge Battlefield**

Historic State Park

(Tallahassee)

850-922-6007

[www.floridastateparks.org/naturalbridge](http://www.floridastateparks.org/naturalbridge)

**Old & New Capitol Buildings**

(Tallahassee)

850-488-6167 (New)

850-487-1902 (Old)

[www.flhistoriccapitol.gov](http://www.flhistoriccapitol.gov)**Old City Cemetery**

(Tallahassee)

850-545-5842

[www.tal.gov.com/pm/occhist.cfm](http://www.tal.gov.com/pm/occhist.cfm)**St. George Island State Park**

800-326-3521

[www.floridastateparks.org/stgeorgeisland](http://www.floridastateparks.org/stgeorgeisland)**St. Marks National Wildlife Refuge**

(Wakulla)

850-925-6121

[www.fws.gov/saintmarks](http://www.fws.gov/saintmarks)**St. Marks Trail**

(Wakulla)

850-245-2052

[www.fws.gov/saintmarks/hiking.html](http://www.fws.gov/saintmarks/hiking.html)**Tall Timbers Research**

(Tallahassee)

850-893-4153

[talltimbers.org](http://talltimbers.org)**Tallahassee Trust of Historic Properties**[www.taltrust.org](http://www.taltrust.org)**Tallahassee Museum of Natural History**

850-575-8684

**Wakulla Springs State Park**

(Wakulla)

850-561-7276

[www.floridastateparks.org/wakullasprings](http://www.floridastateparks.org/wakullasprings)**District 3****Appleton Museum**

(Ocala)

352-291-4455

[www.appletonmuseum.org](http://www.appletonmuseum.org)**B&G Blueberries**

(Fort McCoy)

352-236-4410

[www.gardens.com/local/florida/10670-B-&-G-Blueberries](http://www.gardens.com/local/florida/10670-B-&-G-Blueberries)**Barbara's Blueberries**

(Silver Springs)

352-625-3445

[www.gardens.com/local/florida/10674-Barbaras-Blueberries](http://www.gardens.com/local/florida/10674-Barbaras-Blueberries)

**Baseline Landfill**

(Ocala)  
352-671-8465

**Chamber Orchestra of Gainesville**

352-336-5448  
[gcomusic.org](http://gcomusic.org)

**Discovery Science and Outdoor Center**

(Ocala)  
352-401-3900  
[mydiscoverycenter.org](http://mydiscoverycenter.org)

**Dunnellon Marion County Airport**

352-465-8545

**Fern View Farm**

(Summerfield)  
352-653-2089

**Florida Museum of Natural History  
& Butterfly Rainforest**

(Gainesville)  
352-846-2000 x214  
[www.flmnh.ufl.edu/exhibits/always-on-display/butterfly-rainforest](http://www.flmnh.ufl.edu/exhibits/always-on-display/butterfly-rainforest)

**Fred Bear Museum — Bear Archery**

(Gainesville)  
352-376-2327  
[www.lostparks.com/fredbear.html](http://www.lostparks.com/fredbear.html)

**Gainesville Ballet Theatre**

352-372-9898

**Greathouse Butterfly Farm**

(Earlton)  
352-475-2088  
[www.greathousebutterflyfarm.com](http://www.greathousebutterflyfarm.com)

**Hippodrome Theatre**

(Gainesville)  
352-375-4477  
[thehipp.org](http://thehipp.org)

**Historic St. Augustine**

904-829-5681  
[www.st-augustine-travel-guide.com/historic-sites.html](http://www.st-augustine-travel-guide.com/historic-sites.html)

**Kanapaha Botanical Gardens**

(Gainesville)  
352-372-4981  
[www.kanapaha.org](http://www.kanapaha.org)

**Lake Swan Outdoor School**

(Melrose)  
352-475-2828  
[www.lakeswancamp.org/swan/home.html](http://www.lakeswancamp.org/swan/home.html)





**Lubee Bat Foundation**

(Gainesville)  
352-485-1250  
[www.batconservancy.org](http://www.batconservancy.org)

**Marion County Museum of History**

(Ocala, Silver Springs)  
352-629-2773

**Marjorie Kinnan Rawlings****Historic State Park**

(Cross Creek)  
352-466-3672

**Micanopy Historical Society Museum**

352-466-3200  
[www.afn.org/~micanopy/index](http://www.afn.org/~micanopy/index)

**Morningside Nature Center**

(Gainesville)  
352-334-2170  
[www.naturalnorthflorida.com/alachua-county-florida/275/morningside-nature-center-farm-and-forest-festival](http://www.naturalnorthflorida.com/alachua-county-florida/275/morningside-nature-center-farm-and-forest-festival)

**Ocala Civic Theatre**

352-236-2274  
[www.ocalacivictheatre.com](http://www.ocalacivictheatre.com)

**Ocala National Forest**

(Silver Springs)  
352-236-0288  
[www.ocalamarion.com/ocala-national-forest.asp](http://www.ocalamarion.com/ocala-national-forest.asp)

**Payne's Prairie State Preserve and Park**

(Micanopy)  
352-466-3397  
[www.floridastateparks.org/paynesprairie](http://www.floridastateparks.org/paynesprairie)

**Rainbow Springs State Park**

352-465-8555  
[www.floridastateparks.org/rainbowsprings/default.cfm](http://www.floridastateparks.org/rainbowsprings/default.cfm)

**Rogers' U-Pick Farms and Octoberfest  
Corn Maize**

(Alachua/Gainesville/LaCrosse)  
385-462-2406  
[rogersfarm.webplus.net](http://rogersfarm.webplus.net)

**Samuel P. Harn Museum of Art**

(Gainesville)  
352-392-9826  
[www.harn.ufl.edu](http://www.harn.ufl.edu)

**Santa Fe Community College**

**Teaching Zoo**  
(Gainesville)  
352-395-5604  
[www.sfcollege.edu/zoo](http://www.sfcollege.edu/zoo)

**Santa Fe Gallery**

(Gainesville)  
352-395-5464

**Silver River Museum and Environmental  
Education Center**

(Ocala)  
352-236-5401  
[www.marion.k12.fl.us/district/srm/index.cfm](http://www.marion.k12.fl.us/district/srm/index.cfm)

**Silver Springs**

352-236-2121  
[www.silversprings.com](http://www.silversprings.com)

**Southeastern Youth Fair & 4-H**

(Ocala)  
352-629-1255  
[www.seyfair.com](http://www.seyfair.com)

**University of Florida Aquaculture Center**

(Gainesville)  
352-392-1961  
[tal.ifas.ufl.edu](http://tal.ifas.ufl.edu)

**University of Florida Astronomy**

Teaching Observatory  
(Gainesville)  
352-392-2052 x256  
[www.astro.ufl.edu](http://www.astro.ufl.edu)

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**University of Florida Entomology  
and Nematology**

(Gainesville)  
352-392-1901  
[entnemdept.ufl.edu](http://entnemdept.ufl.edu)

**University of Florida Fisheries and  
Aquatic Sciences**

352-392-9617  
[fishweb.ifas.ufl.edu](http://fishweb.ifas.ufl.edu)

**University of Florida Gallery**

(Gainesville)  
352-392-0201  
[www.arts.ufl.edu/galleries/default.aspx](http://www.arts.ufl.edu/galleries/default.aspx)

**WUFT-TV**

(Gainesville)  
352-392-5551 x1134  
[www.wuft.tv](http://www.wuft.tv)

**Young Eagles Club**

(Ocala)  
352-687-1795  
[www.young eagles.org/programs/young eagles/florida\\_1.html](http://www.young eagles.org/programs/young eagles/florida_1.html)

**District 4**

**Castillo de San Marcos**

(St. Augustine)  
904-829-6506  
[www.nps.gov/casa/index.htm](http://www.nps.gov/casa/index.htm)

**Haven Horse Ranch**

(St. Augustine)  
904-813-5710  
[www.havenhorseranch.org](http://www.havenhorseranch.org)

**Museum of Science & History**

(Jacksonville)  
904-396-MOSH (6674)  
[www.themosh.org](http://www.themosh.org)

**Jacksonville Zoo and Gardens**

904-757-4463  
[www.jacksonvillezoo.org](http://www.jacksonvillezoo.org)

**Marineland Dolphin Adventure**

(St. Augustine)  
904-471-1111  
[www.marineland.net](http://www.marineland.net)

**St. Augustine Lighthouse & Museum**

904-829-0745  
[www.staugustinelighthouse.com](http://www.staugustinelighthouse.com)

**District 5**

**Big Cat Rescue**

(Tampa)  
813-920-4130  
[www.bigcatrescue.org](http://www.bigcatrescue.org)

**Busch Gardens**

(Tampa)  
877-248-2267  
[www.buschgardens.org/education-programs/bgt/homeschool/index.htm](http://www.buschgardens.org/education-programs/bgt/homeschool/index.htm)

**Cracker Country**

(Tampa)  
813-627-4225  
[www.crackercountry.org/comevisit/ruralhomeliveschooltours](http://www.crackercountry.org/comevisit/ruralhomeliveschooltours)

**Crystal River State Archaeological Site**

352-795-3817

[www.crystalriverstateparks.org/StateHist.html](http://www.crystalriverstateparks.org/StateHist.html)**David A. Straz Jr. Center for the Performing Arts**

(Tampa)

813-222-1018

[www.strazcenter.org](http://www.strazcenter.org)**Dinosaur World**

(Plant City)

813-717-9865

[www.dinosaurworld.com](http://www.dinosaurworld.com)**Florida Aquarium**

(Tampa)

813-273-4015

[www.flaquarium.org](http://www.flaquarium.org)**Florida Estates Winery**

(Land O' Lakes)

813-996-2113

[www.floridaestateswines.com](http://www.floridaestateswines.com)**Florida Holocaust Museum**

(St. Petersburg)

727-820-0100

[www.fholocaustmuseum.org](http://www.fholocaustmuseum.org)**Great Explorations:****The Children's Museum**

(St. Petersburg)

727-821-8992

[www.greatexplorations.org](http://www.greatexplorations.org)**Henry B. Plant Museum**

(Tampa)

813-254-1891

[www.plantmuseum.com](http://www.plantmuseum.com)**Heritage Village**

(Largo)

727-582-2123

[www.pinellascounty.org/heritage](http://www.pinellascounty.org/heritage)**Homosassa Springs Wildlife State Park**

(Homosassa)

352-628-5343

[www.floridastateparks.org/homosassasprings](http://www.floridastateparks.org/homosassasprings)**Lowry Park Zoo**

(Tampa)

813-935-8552

[www.lowryparkzoo.com/\\_education/camps\\_and\\_classes.html](http://www.lowryparkzoo.com/_education/camps_and_classes.html)**Museum of Science and Industry**

(Tampa)

813-987-6000

[www.mosi.org](http://www.mosi.org)**Pioneer Florida Museum**

(Dade City)

352-567-5277

[www.pioneerfloridamuseum.org](http://www.pioneerfloridamuseum.org)**Salvador Dali Museum**

(St. Petersburg)

727-823-3767

[www.thedali.org](http://www.thedali.org)**Science Center of Pinellas County**

(St. Petersburg)

727-384-0027

[www.sciencecenterofpinellas.com](http://www.sciencecenterofpinellas.com)**Suncoast Seabird Sanctuary**

(Indian Shores)

727-391-6211

[www.seabirdsanctuary.com](http://www.seabirdsanctuary.com)**Sunken Gardens**

(St. Petersburg)

727-551-3102

[www.stpete.org/sunken](http://www.stpete.org/sunken)**Tampa Bay History Center**

(Tampa)

813-228-0097

[www.tampabayhistorycenter.org](http://www.tampabayhistorycenter.org)



***Tampa Museum of Art***

813-274-8130

[www.tampamuseum.org](http://www.tampamuseum.org)

***Tampa Theatre***

813-274-8286

[www.tampatheatre.org](http://www.tampatheatre.org)

***Tarpon Springs Sponge Docks***

[www.spongedocks.net](http://www.spongedocks.net)

***University of South Florida***

Botanical Gardens

(Tampa)

813-974-2329

[www.cas.usf.edu/garden](http://www.cas.usf.edu/garden)

***Weeki Wachee Springs State Park***

(Spring Hill)

352-592-5656

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

**District 6**

***Angell & Phelps Chocolate Factory***

(Daytona Beach)

800-969-2634

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

***Blue Springs State Park***

(Orange City)

386-775-3663

[www.floridastateparks.org](http://www.floridastateparks.org)

***Central Florida Zoological Park***

(Sanford)

407-323-4450

***Citrus Tower***

(Clermont)

352-394-4061

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

**Daytona 500 Experience**

(Daytona Beach)

386-681-4251

[www.daytona500experience.com](http://www.daytona500experience.com)**DeLand Museum of Art**

386-734-4371

[www.museumoffloridaart.org](http://www.museumoffloridaart.org)**Discovery Gardens**

(Tavares)

352-343-4101

[lake.ifas.ufl.edu/discovery-gardens](http://lake.ifas.ufl.edu/discovery-gardens)**Ed Yarborough Nature Center**

(Geneva)

407-665-7352

**Gillespie Museum**

(DeLand)

386-822-7330

[www.stetson.edu/other/gillespie-museum](http://www.stetson.edu/other/gillespie-museum)**Mount Dora Scenic Railway**

352-589-4300

[www.rail-road.com](http://www.rail-road.com)**Pioneer Settlement for the Creative Arts**

(Barberville)

386-749-2959

[www.pioneersettlement.org](http://www.pioneersettlement.org)**Ponce de Leon Inlet Lighthouse**

(Port Orange)

386-761-1821

[www.ponceinlet.org](http://www.ponceinlet.org)**Presidents Hall of Fame**

(Clermont)

352-394-2836

[www.lakecountyfl.gov/hometown\\_highlights/presidents\\_hall\\_of\\_fame.aspx](http://www.lakecountyfl.gov/hometown_highlights/presidents_hall_of_fame.aspx)**Seminole State College Planetarium**

(Lake Mary)

407-708-2409

[www.seminolestate.edu/planet](http://www.seminolestate.edu/planet)**Trout Lake Center**

(Eustis)

352-357-7536

[www.troutlakenature.org](http://www.troutlakenature.org)**Uncle Donald's Farm**

(Lady Lake)

352-753-2882

[www.uncledonaldsfarm.com](http://www.uncledonaldsfarm.com)**Wayne Densch Performing Arts Center**

(Sanford)

407-321-8111

[www.waynedenschperformingartscenter.com](http://www.waynedenschperformingartscenter.com)**District 7****Audubon Center for Birds of Prey**

(Maitland)

407-644-0190

[fl.audubon.org/audubon-center-birds-prey](http://fl.audubon.org/audubon-center-birds-prey)**Discovery Cove**

(Orlando)

877-4-DISCOVERY

[www.discoverycove.com](http://www.discoverycove.com)**Gatorland**

(Orlando)

800-393-JAWS

[www.gatorland.com](http://www.gatorland.com)**History Center, The**

(Orlando)

407-836-8500

[www.thehistorycenter.org](http://www.thehistorycenter.org)**Holocaust Memorial Resource & Educational Center of Florida**

(Maitland)

407-628-0555

[www.holocaustedu.org](http://www.holocaustedu.org)**Holy Land Experience**

(Orlando)

321-948-2817

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

**JESUS Film Project Tour**

407-826-2318

[www.jesusfilmtour.org](http://www.jesusfilmtour.org)**Orlando Science Museum**

407-514-2000 x2112

[www.osc.org](http://www.osc.org)**SeaWorld**

(Orlando)

407-351-3600

[www.seaworld.org](http://www.seaworld.org)**Tibet Butler Preserve**

(Orlando)

407-876-6696

**Titanic: The Experience**

(Orlando)

407-248-1166

[www.titanictheexperience.com](http://www.titanictheexperience.com)**Universal Orlando**

800-YOUTH-15

[www.uogroupsales.com](http://www.uogroupsales.com)**Walt Disney World**

(Lake Buena Vista — Disney

Homeschool Days)

800-833-9806

**WonderWorks**

(Orlando)

407-351-8800

[www.wonderworksonline.com](http://www.wonderworksonline.com)**WordSpring Discovery Center**

(Orlando)

407-852-3626

[www.wycliffe.org/About/WordSpring.aspx](http://www.wycliffe.org/About/WordSpring.aspx)**District 8****Alligator Cove**

(Lake Wales)

863-696-0406

[alligatorcoveexcursions.com](http://alligatorcoveexcursions.com)**Arabian Nights**

(Kissimmee)

800-553-6116

[www.arabian-nights.com](http://www.arabian-nights.com)**Bok Tower Gardens**

(Lake Wales)

863-676-1408

[boktowergardens.org](http://boktowergardens.org)**Dundee Groves**

800-294-2266

[www.dundeegroves.com](http://www.dundeegroves.com)**Fantasy of Flight**

(Polk City)

863-984-3500

[www.fantasyofflight.com](http://www.fantasyofflight.com)**Florida Eco-Safaris at Forever Florida**

(St. Cloud)

407-957-9794

[www.floridaecosafaris.com](http://www.floridaecosafaris.com)**Florida's Natural Orange Juice Visitor's Center/Tour**

(Lake Wales)

863-679-4110

[www.floridasnatural.com/co-op/](http://www.floridasnatural.com/co-op/)[visitors-center](http://visitors-center)**Legoland**

(Winter Haven)

877-350-LEGO (5346)

[florida.legoland.com](http://florida.legoland.com)**Medieval Times Dinner & Tournament**

(Kissimmee)

866-543-9637

[www.medievaltimes.com/orlando.aspx](http://www.medievaltimes.com/orlando.aspx)**Polk County Historical Museum**

(Bartow)

863-534-4386

[www.polkcountymuseum.org](http://www.polkcountymuseum.org)

**Polk Museum of Art**

(Lakeland)  
863-688-7743  
[www.polkmuseumofart.org](http://www.polkmuseumofart.org)

**District 9****Charlotte County Historical Center**

(Charlotte Harbor)  
941-629-PAST  
[www.charlottecountyfl.com/Historical](http://www.charlottecountyfl.com/Historical)

**Florida Railroad Museum**

(Parrish)  
971-776-0906  
[www.frrm.org](http://www.frrm.org)

**GWIZ – The Science Museum**

(Sarasota)  
941.309.GWIZ  
[www.gwiz.org/generalinfo.html](http://www.gwiz.org/generalinfo.html)

**Historic Spanish Point**

(Osprey)  
941-966-5214  
[www.historicspanishpoint.org](http://www.historicspanishpoint.org)

**Marie Selby Botanical Gardens**

(Sarasota)  
941-366-5731  
[www.selby.org](http://www.selby.org)

**Mixon Farms**

(Bradenton)  
941-748-5829  
[www.mixon.com](http://www.mixon.com)

**Mote Marine Laboratory**

(Sarasota)  
941-388-4441  
[www.mote.org](http://www.mote.org)

**Ringling Museum**

(Sarasota)  
941-359-5700  
[www.ringling.org](http://www.ringling.org)

**Sarasota Classic Car Museum**

941-355-6228  
[www.sarasotacarmuseum.org](http://www.sarasotacarmuseum.org)

**Tervis Tumbler Factory**

(North Venice)  
866-TUMBLER  
[www.tervis.com/community/tervis-factory](http://www.tervis.com/community/tervis-factory)

**District 10****American Police Hall of Fame & Museum**

(Titusville)  
321-264-0911  
[www.apfh.org](http://www.apfh.org)

**Arnolds Wildlife & Butterfly Haven**

(Okeechobee)  
863-763-4630  
[www.arnoldswildlife.org](http://www.arnoldswildlife.org)

**Brevard Museum of History and Natural Science**

(Cocoa)  
321-632-1830  
[www.brevardmuseum.org](http://www.brevardmuseum.org)

**Brevard Zoo**

(Melbourne)  
321-254-3002  
[www.brevardzoo.org](http://www.brevardzoo.org)

**Foosaner Art Museum**

(Melbourne)  
[www.foosanerartmuseum.org](http://www.foosanerartmuseum.org)

**FPL Energy Encounter**

(Jensen Beach)  
772-468-4111  
[www.fpl.com/encounter](http://www.fpl.com/encounter)

**Hallstrom Planetarium**

(Fort Pierce)  
866-400-7529  
[www.ircc.cc.fl.us/visitors/shows/planetarium/planetarium.aspx](http://www.ircc.cc.fl.us/visitors/shows/planetarium/planetarium.aspx)

**Kennedy Space Center**

(Cape Canaveral)

321-449-4444

[www.kennedyspacecenter.com](http://www.kennedyspacecenter.com)**McKee Botanical Garden**

(Vero Beach)

772-794-0601

[www.mckeegarden.org](http://www.mckeegarden.org)**Navy UDT-SEAL Museum**

(Fort Pierce)

772-595-5845

[www.navysealmuseum.com](http://www.navysealmuseum.com)**St. Lucie County Marine Center**

(Fort Pierce)

772-462-3474

[www.sms.si.edu/smee](http://www.sms.si.edu/smee)**Sebastian Inlet State Park**[www.floridastateparks.org/sebastianinlet](http://www.floridastateparks.org/sebastianinlet)**Valiant Air Command Warbird Museum  
& TICO Airshow**

(Titusville)

321-268-1941

[www.vacwarbirds.org](http://www.vacwarbirds.org)**Vero Beach Museum of Art**

772-231-0707

[www.vbmuseum.org](http://www.vbmuseum.org)**District 11****Broadway Palm Dinner Theatre**

(Fort Myers)

239-278-4422

[www.broadwaypalm.com/content/childrens\\_theatre\\_shows.asp](http://www.broadwaypalm.com/content/childrens_theatre_shows.asp)**Caloosahatchee Regional Park**

(Alva)

239-693-2690

[leeparks.org/class-grids/crp-grid.html](http://leeparks.org/class-grids/crp-grid.html)**Calusa Nature Center & Planetarium**

(Fort Myers)

239-275-3435

[www.calusanature.org](http://www.calusanature.org)**ECHO Farm Tours**

(North Fort Myers)

239-543-3246

[www.echonet.org/content/tours](http://www.echonet.org/content/tours)**Edison & Ford Winter Estates**

(Fort Myers)

239-334-7419

[www.edisonfordwinterestates.org](http://www.edisonfordwinterestates.org)**Harold P. Curtis Honey Company**

(LaBelle)

863-675-2187

[curtishoney.hypermart.net](http://curtishoney.hypermart.net)**Hickeys Creek Mitigation Park**

(Fort Myers)

239-694-0398

[leeparks.org/class-grids/hickeys-grid.html](http://leeparks.org/class-grids/hickeys-grid.html)**Imaginarium Hands-On Museum  
& Aquarium**

(Fort Myers)

941-337-3332

**Sanibel Sea School**

239-472-8585

[www.sanibelseaschool.org](http://www.sanibelseaschool.org)**Southwest Florida Museum of History**

(Fort Myers)

239-321-7430

[www.swflmuseumofhistory.com](http://www.swflmuseumofhistory.com)**District 12****Busch Wildlife Sanctuary**

(Jupiter)

561-575-3399

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



**Hobe Sound National Wildlife Refuge**

561-546-6141

[www.fws.gov/refuges/profiles/index.cfm?id=41561](http://www.fws.gov/refuges/profiles/index.cfm?id=41561)

**House of Refuge Museum**

(Stuart)

772-225-1961

[www.elliottmuseumfl.org](http://www.elliottmuseumfl.org)

**Jupiter Inlet Lighthouse and Museum**

561-747-8380

[www.jupiterlighthouse.org](http://www.jupiterlighthouse.org)

**Loggerhead Marine Life Center**

(Juno Beach)

561-627-8280

[www.marinelife.org](http://www.marinelife.org)

**Morikami Museum and Japanese Gardens**

(Delray Beach)

561-495-0233

[www.morikami.org](http://www.morikami.org)

**Norton Museum of Art**

(West Palm Beach)

561-832-5196

[www.norton.org](http://www.norton.org)

**District 13****Bonnet House Museum & Gardens**

(Fort Lauderdale)

954-563-5393

[www.bonnethouse.org](http://www.bonnethouse.org)

**Duck Tours of Fort Lauderdale**

954-761-4002

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

**Flamingo Gardens**

(Davie)

[www.flamingogardens.org](http://www.flamingogardens.org)

**International Swimming Hall of Fame**

(Fort Lauderdale)

954-462-6536

[www.ishof.org](http://www.ishof.org)

**Museum of Discovery and Science**

(Fort Lauderdale)

954-467-6637

[www.mods.org](http://www.mods.org)

**Stranahan House**

(Fort Lauderdale)

954-524-4736

[www.stranahanhouse.org](http://www.stranahanhouse.org)

**District 14****Audubon House and Tropical Gardens**

(Key West)

305-294-2116

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

**Art in Public Places**

(Miami)

[www.miamidade.gov/publicart](http://www.miamidade.gov/publicart)

**Culture Shock Miami**

305-375-1949

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

**Deering Estate at Cutler**

(Miami)

305-235-1668

[www.deeringestate.org](http://www.deeringestate.org)

**East Martello Fort and Museum**

(Key West)

305-296-3913

[www.kwahs.com/martello.htm](http://www.kwahs.com/martello.htm)

**Ernest Hemingway Home and Museum**

(Key West)

305-294-1575

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

**Fairchild Tropical Botanic Garden**

(Coral Gables)

305-667-1651

[www.fairchildgarden.org](http://www.fairchildgarden.org)

**Gold Coast Railroad Museum**

(Miami)

888-608-7246

[www.gcrm.org](http://www.gcrm.org)



**Harry S Truman Little White House**

(Key West)  
305-294-9911  
[www.trumanlittlewhitehouse.com](http://www.trumanlittlewhitehouse.com)

**Historical Museum of Southern Florida**

(Miami)  
305-375-1492  
[www.historymiami.org](http://www.historymiami.org)

**Key West Lighthouse Museum**

305-295-6616  
[www.kwahs.com/lighthouse.htm](http://www.kwahs.com/lighthouse.htm)

**Key West Museum of Art and History**

305-295-6616 x102  
[www.kwahs.com](http://www.kwahs.com)

**Loften B. Sands**

**African-Bahamian Museum**

(Key West)  
305-295-7337

**MarineLab Experience**

(Key Largo)  
800-741-1139  
[www.marinelab.org](http://www.marinelab.org)

**Maritime Museum of the Florida Keys**

(Key Largo)  
305-451-6444

**Mel Fisher Maritime Museum**

(Key West)  
305-294-2633  
[www.melfisher.org](http://www.melfisher.org)

**Miami Art Museum**

305-375-3000  
[www.miamiartmuseum.org](http://www.miamiartmuseum.org)

**Miami Children's Museum**

305-373-KIDS (5437)  
[www.miamichildrensmuseum.org](http://www.miamichildrensmuseum.org)

**Miami Science Museum**

305-646-4222  
[www.miamisci.org](http://www.miamisci.org)

**Museum of Natural History of the**

**Florida Keys**

(Marathon)  
305-743-9100  
[www.cranepoint.net](http://www.cranepoint.net)

**Pigeon Key Museum**

(Marathon)  
305-743-5999  
[www.pigeonkey.net](http://www.pigeonkey.net)

**Ripley's Believe It or Not**

(Key West)  
305-293-9939  
[www.ripleys.com/keywest](http://www.ripleys.com/keywest)

**San Carlos Institute**

(Key West)  
305-294-3887  
[www.institutosancarlos.org](http://www.institutosancarlos.org)

**Somewhere in Time**

(Islamorada)  
305-664-9737

**Turtle Kraals Museum**

(Key West)  
305-294-0209

**Vizcaya Museum and Gardens**

(Miami)  
305-250-9133  
[www.vizcayamuseum.org](http://www.vizcayamuseum.org)

**Wrecker's Museum**

(Key West)  
305-295-9502  
[www.oirf.org](http://www.oirf.org)

**Zoo Miami**

305-251-0400  
[www.miamimetrozoo.com](http://www.miamimetrozoo.com)

# Downloadable Forms

Here are links to PDF downloads of sample forms (not legal documents) that can help you in various aspects of your homeschool planning. While it is necessary to file a notice of intent, a notice of termination and an annual evaluation, these specific documents are not required, though they do contain the necessary information. The forms may be freely copied.

## Notice of Intent to Homeschool

[www.fpea.com/forms/letter\\_of\\_intent.pdf](http://www.fpea.com/forms/letter_of_intent.pdf)

A sample of a letter sent to the county school board stating intent to home-educate one's child(ren).

## Notice of Termination

[www.fpea.com/forms/termination.pdf](http://www.fpea.com/forms/termination.pdf)

A sample of a letter sent to the county school board stating one's termination of a home-education program in that county.

## Annual Evaluation Letter

[www.fpea.com/forms/evaluation.pdf](http://www.fpea.com/forms/evaluation.pdf)

A sample of an evaluation letter written by a certified teacher upon completion of an annual evaluation.

## Week-at-a-Glance Log

[www.fpea.com/forms/week-at-a-glance-log.pdf](http://www.fpea.com/forms/week-at-a-glance-log.pdf)

## Daily or Weekly Log

[www.fpea.com/forms/daily-or-weekly-log.pdf](http://www.fpea.com/forms/daily-or-weekly-log.pdf)

Especially suitable for nontraditional approaches to education, such as un-schooling.

## Single Parent Scholarship Application

[www.fpeafoundation.com/scholarships/how-apply](http://www.fpeafoundation.com/scholarships/how-apply)

Administered by the FPEA Homeschool Foundation.

## High School Credit-Tracking Worksheet

[www.fpea.com/forms/hs-credit-tracking-ws.pdf](http://www.fpea.com/forms/hs-credit-tracking-ws.pdf)

To help you assemble a high school transcript (see below).

## High School Transcript

[www.fpea.com/forms/hs-transcript.pdf](http://www.fpea.com/forms/hs-transcript.pdf)

## Volunteer Hours Log

[www.fpea.com/forms/volunteer-hours.pdf](http://www.fpea.com/forms/volunteer-hours.pdf)

For tracking community service time.

# Kids Love Florida History – Really!

This article was written by Michele Zavatsky. She and her family wrote *Kids Love Florida – A Family Travel Guide to Exploring “Kid-Tested” Places in Florida ... Year Round!* To find out more, visit [www.kidlovetravel.com](http://www.kidlovetravel.com).

For the past 14 years, our family has been fortunate enough to “vacation for a living,” and we’ve managed to visit thousands attractions and historical museums. That’s a lot — right? And guess what — I’m the only history buff in the family! As a matter of fact, one of my husband’s favorite travel markers says, “On this site in 1816 ... nothing happened.” Sound like your family?

Why try to weave these museums into your travels? Because easily one-third of all the attractions out there are historical; it’s hard to avoid them. And, home education experts would tell you that kids do much better on history test questions and biographical reports if they’ve actually toured the famous person’s home or visited a historic village.

So, we know it’s good for them. But how do you sneak history into your day trips and vacations without the family declaring mutiny? Let’s take a journey with my travel family and see what I use to unlock the amusing, adventuresome side of history...

## 1. Big Anniversaries

No, not your romantic wedding anniversary coming up — instead, major historic anniversaries. America’s 400th anniversary started in Jamestown in 2007; America’s birthday festivals occur July 4 in Philadelphia; DeSoto first landed near Tampa Bay in 1539; and the 1668 Sack of St. Augustine is remembered each year in March. During these anniversary events, historical sites “beef up” their exhibits. How? They add more guides in character, maybe add 3-D movies, create new animatronics, and finally, increase their colorful immersion spaces (kind of “Disney Does History”). What kid can resist all the stimulation! History, not only of Florida but also of the United States, comes alive in

places like St. Augustine, where you can visit the Oldest House, the Oldest Wooden School House in the U.S., the Oldest Store and the Old Jail. Before you leave the celebration, why not purchase a souvenir Spanish hat or old-fashioned toy to remember the occasion.

## 2. Holidays

You know how your kids get time off schoolwork on more holidays than you know what to do with? Why not try sampling warm breads from recipes of Spanish explorers, or collect Easter eggs at the Miami Metrozoo. Share July 4 fireworks in a quaint historic town or have punch and cookies with Santa at a grand estate. Invite the grandparents along as your personal “guides,” as they love to tell stories of the “good ole days” too. My kids tell me most historical homes smell old and musty. But put costumed funny actors and treats in front of them, and they’re fine.

## 3. Living History

Re-Enactments and Outdoor Dramas. Go behind the scenes of a pirate raid in Tampa or behind enemy lines of a Civil War camp at Hernando, Natural Bridge and Olustee. Famous battlefields and old forts may look dull and ugly on a normal day, but add re-enactors in period attire and you’ve got the kids’ attention. Period-costumed townsfolk and soldiers “set up shop” among American Indian camps at places like Mission San Luis. See trading posts, kids’ infantry, barbershop medicine and old-fashioned games. Areas of woodcarving, blacksmiths, and spinning and weaving surround demonstrations of muzzle loading, shooting and tomahawk throwing. Often, the gift shop on site sells wonderful little toy soldiers or play figures that kids can purchase and use to re-enact again at

home. Open-hearth cooking with period foods are for sale too. Can't you just smell the kettle corn, apple cider, barbecue and bean stew?

#### 4. No Museums

At least don't tell them you're going to a museum! Which do you think your kids will respond to better: the secret Solomon's Castle or a history museum? The secret place, right? The other sounds too much like school. On the way, try introducing them to the fun side of history with state activity or coloring books — puzzles and coloring games on their level. Another trick: plan an hour or two, not an afternoon. Begin your tour with a brief look at the orientation film, then lead the kids through a scavenger hunt and reward them with a prize afterward. (Note: Many museums now offer hunts you can ask for at the ticket counter, and the gift shop often provides small prizes upon completion.)

#### 5. Want action?

Trolley past famous homes versus stopping to go inside. Take an airboat, glass-bottom or Ducky boat tour along the water's edge as the captain briefly describes the scenes around — just the basics; forget the boring stuff. Weekend scenic nature rides are fun with Grandpa along, and there's usually a good ice cream shop at one of the beach-front stops...

Again, the best way to entice your family to come along on historical journeys is to sneak some history in. So many excellent historical parks are just minutes from lakes, beaches and amusements to even out your trip. Your kids will be having so much hands-on fun and meeting such interesting characters, they won't even know it's a history lesson. Sneaky, yes, but for the right reasons!

### Tips for a Successful Field Trip

- Set a goal of what you want to accomplish.
- Make sure your trip is age-, ability- and interest-appropriate.
- Always ask for group rates and/or educational tours.
- If your group is not large enough for a group rate, invite another subgroup to join your trip.
- Obtain all the information for your trip: date, time, prices, directions, etc., and be sure to pass it on to your subgroup.
- Have a reservation deadline.
- Once you have the count of those attending, call and make the appropriate reservations.
- Be sure to give a reminder about the trip several days before the date.
- Be sure to confirm your trip a week in advance.
- Reconfirm your trip.
- Have a meeting location for your trip so you can caravan (collect money, hand out maps and provide any other information pertaining to the trip).
- Sometimes it works best for you to collect all the money ahead of time and pay for everyone as a group when you arrive at your trip destination.
- Have road maps for those driving to the trip, in case someone gets lost or left behind in your caravan.
- Name a meeting place for lost persons in your group and make sure all know where to go. Take this opportunity to explain to your children about strangers. If they must speak to a stranger, make sure it is someone that works at the trip location (wearing a uniform, nametag, etc.). Explain they are not to leave with anyone. If they feel uncomfortable, ask for the police to be called (children's safety is most important!).
- Be sure that all behavioral rules are always followed.
- Be patient and flexible if plans change, and have a backup plan.
- If the group will be separated during your visit, plan a meeting place and time to pack up and head home, or if you will leave on your own to head home, decide this ahead of time and make sure everyone understands the plan.
- Leave your area cleaner than it was when you found it.
- Leave tips if appropriate.
- Remember that you will be representing all homeschoolers.
- Send a thank-you note if appropriate.

# FPEA Member Discounts

**Y**our FPEA membership entitles you to discounts from these national and regional vendors. And we've made it easy to access your discounts by providing links and contact information. For full details (including qualifications and restrictions) or for updates on new discounts that have been added, visit [www.fpea.com/member/discounts](http://www.fpea.com/member/discounts) or contact the FPEA office.

## AAA Auto Club

First-year primary memberships are discounted \$5, with associates of the household receiving 50% off regular fees. Current AAA members earn renewal credit with the AAA Dollars & Refer-A-Friend program, while teens with driving permits are eligible for free annual memberships. Traditional discounts to local attractions, movie theaters, retailers, online stores, hotels and restaurants are always available. Home, auto, life, and renters' insurance rates are very competitive. Free road maps, travel guides, Trip Tiks and vacation planners are available upon request. Contact Debbie Evans at 352-460-2532 or [deevans@aaa.south.com](mailto:deevans@aaa.south.com), or visit [www.fpea.com/member/discounts](http://www.fpea.com/member/discounts) for more information.

## BarCharts

Anyone interested in purchasing study guides may order online at [barcharts.com](http://barcharts.com). Receive a 25 percent discount on any order you place, or call Bonnie at 1-800-226-7799 x3091 to place your discounted order.

## Barnes & Noble (in-store only)

Show your FPEA membership card and picture ID for a 20% discount on all purchases intended for educational purposes. Apply for an ID card necessary for making such purchases. The discount is not valid on textbooks, preschool books, periodicals, technical books, music, videos, publisher orders, gift cards, greeting cards and café items.

## Books-a-Million

Receive a 20% educator's discount in all store locations across Florida. The educator's discount card can be obtained at point of sale with proof of FPEA membership. This card also includes opportunities to participate in educator nights and other events offered to educators across the country. For more information, call Books-a-Million in Casselberry at 407-551-2079.

## Dinosaur World (Plant City)

By presenting your FPEA membership card, you are entitled to an admission fee of \$8 plus tax per person (the regular rates are \$14.95 per adult, \$11.95 per child ages 3-12, and \$12.95 for seniors 60 and over). FPEA student field trips in groups of 12 or more with advance reservations will be admitted for \$5 per person plus tax. Visit [www.dinosaurworld.com](http://www.dinosaurworld.com) for more information.

## God's World Publications

10% discount on *God's World News* and *World* magazines. Visit <https://www.gwnews.com/fpea>.

## Home School Digest

Almost 45% off the regular subscription rate. Receive a one-year subscription (four issues) for only \$10, instead of the regular \$18. Call 269-764-1910 and mention FPEA to receive the discount.

## Home School Legal Defense Association

FPEA members are entitled to \$20 off the cost of HSLDA membership. FPEA members must log in at [www.fpea.com](http://www.fpea.com) and click on the direct link provided to automatically receive the discount — the FPEA also receives \$20. For more information visit [hsllda.org](http://hsllda.org) or call 540-338-5600.

**Homeschooling Today Magazine**

\$4 off the base subscription price. Visit [homeschooltoday.com](http://homeschooltoday.com) or call 276-466-4HST (4478).

**Madcap Logic**

Bridging art and 21st-century technology, Creativity Express provides educators and parents with a comprehensive curriculum. At [madcaplogic.com](http://madcaplogic.com), FPEA members may receive 10% off Creativity Express.

**Music N More**

Present your membership card to receive a 10% teacher's discount off regularly priced merchandise at either the Orlando (8114 S. Orange Blossom Trail) or Altamonte Springs (520 W. SR 436) locations (both inside Piano Distributors).

**National Driver Training Institute**

A 10% discount is offered to FPEA members toward the purchase of *Help for the Teenager Who Wants to Drive* by calling 800-942-2050 (discount unavailable online).

**Nickelodeon Suites Resort**

Pack your bags for the ultimate family vacation in Orlando. Club Nick members receive 20% off accommodations in a spacious family suite. Visit [www.nickhotel.com/clubnick](http://www.nickhotel.com/clubnick) to make reservations today.

**The Old Schoolhouse Magazine**

15% off a one-year subscription; also receive a free sample issue. Visit [TheHomeSchoolMagazine.com](http://TheHomeSchoolMagazine.com).

**Ring Around the Phonics**

FPEA members are eligible to receive a 20% discount when ordering all three curriculum levels. To receive your discount, call 904-317-5330 and identify yourself as an FPEA member. To learn more about the reading curriculum, visit [RingAroundthePhonics.com](http://RingAroundthePhonics.com).

**Teacher's Pet and More (Treasure Coast)**

For online orders or phone-in requests for the homeschool curriculum offered from Alpha Omega (grades K-12), boxed curriculum special orders will be discounted 15%. Visit [teacherspetandmore.com](http://teacherspetandmore.com) for more information.

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Melbourne, FL 32904

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# Expand Your Boundaries

New to homeschooling? Let the FPEA support you on your journey with purposeful information, practical direction, personal engagement and positive encouragement. We want to help you overcome challenges and create a successful, joyful homeschool experience for you and your child. Together we can make sure your children are learning without boundaries and have the opportunity to reach their fullest potential.

## Valuable benefits and services include:

### Connection to Experts

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- Mentoring Moms
- Homeschool Specialists
- Friends of FPEA

### Connection in Your Community, Region and State:

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- \* Free subscription to *Connect* magazine
- \* Annual FPEA Florida Homeschool Convention, regional events, student competitions and special opportunities
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- \* Scholarship opportunities

Join the FPEA now at [www.fpea.com](http://www.fpea.com)!



## Already an FPEA member?

Make the most of your FPEA member benefits to help you on your homeschool journey. Visit [www.fpea.com](http://www.fpea.com) to learn more about how to put them to work for you. And while you're at it . . .

## Expand OUR Boundaries

Help the FPEA grow by telling all homeschooling families, and even those not yet homeschooling, about this excellent resource. Here's how:

- "Like" our Facebook page, comment on posts, and share our links.
- Let family and friends (including those not yet homeschooling) who have not become FPEA members about how they can join the FPEA.

**FPEA**  **Supporting Your Homeschool Journey**

**Because Every Child Should Learn Without Boundaries**