



# Newsletter

Homeschooling since 1984

www.homeschooling-whpa.org

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## Homeschooling Is A Hot Trend!

As we enter the third calendar year of the COVID-19 pandemic, a quick search for information about national trends in education might make you believe that homeschooling is a hot trend in the United States. At the beginning of what I think of as “Covidtimes,” we were awash in news reports about the many ways parents of kids in traditional schools were suddenly thrown into schooling-at-home situations and that, basically, “Everyone is a homeschooler now, LOL!” The internet gifted us with thousands of new homeschooling memes; one such favorite is on the right.



Further into the pandemic, more data-driven stories appeared, as mass media picked up the thread that legally homeschooling and “schooling at home” are not the same thing, and some attempts were made at parsing newly available data about actual legally homeschooled students. The fact that a well-written story about homeschooling data must begin by explaining the most basic facts about homeschooling - for example, that there is no federal homeschooling law, and, therefore, no reliably meaningful national data - is itself evidence that we homeschoolers remain a tiny minority. So what is really happening, and how much can we really know about homeschooling as a trend?

There are several things to keep in mind when we read or hear about a seemingly giant increase in homeschoolers. Consider the following:

Homeschoolers are and always have been a tiny minority; claims of giant increases in homeschooling should be viewed critically from the start.

“Schooling at home” is not legally homeschooling.

There is no federal homeschooling law and therefore no federal registry or government accounting of legally homeschooling students.

Each state or territory has its own homeschooling law or case law, so there are at least 52 different American homeschooling laws that determine who is and who is not legally homeschooling, and they do not use the same measures.

U.S. Census data from the “Household Pulse Survey” currently does distinguish “students enrolled in a school” from those who are not, however: (1) that distinction was added part way through the data collection process, (2) it still does not refer to or distinguish regional legal structures, and (3) it relies entirely on self-reported data, and some parents do not in fact know or understand their child’s enrollment status.

Data collected around homeschooling usually does not account for changes within a year, and usually lags a year or more behind the current year, due to normal issues of collecting and analyzing data.

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# Homeschooling Is A Hot Trend! (con't)

Continued from page 1

You may have read several articles recently citing a “47% increase in homeschooling in Wisconsin.” Is that for real? Well, yes. But what does that really mean? Most importantly, let’s look at the actual numbers available. Since the Wisconsin Department of Public Instruction administers the PI-1206 Homeschool Report, the only legal document related to homeschooling in Wisconsin, the data the department provides about the numbers of legal homeschoolers is highly reliable. According to DPI’s Home-based Private Education Statistics, which count as homeschoolers only students who are reported by a PI-1206, the number of students enrolled in a Home Based Private Educational Program rose from 21,644 in 2019-2020 to 31,878 in 2020-2021. That is, in fact, a rise of 47%. Wow! 47% means almost half of all the kids in Wisconsin, must be homeschooling, right? No. 47% is the change over time from the 2019-2020 school year to the 2020-2021 school year. For context, there are 980,675 school age students in Wisconsin in that same time period, leaving homeschoolers to account for a mere 3.25% of all school kids after this “dramatic” increase.

To be sure, a 47% uptick sounds significant and interesting, and drove several media stories in Wisconsin. However, the most relevant context here is that this increase is situated firmly in Covidtimes, and the consequences and challenges of the pandemic for institutional schools are vast and ongoing. Another important context is the lack of change over a longer period of time. For almost two decades, since 2002, homeschool enrollment in Wisconsin has remained steady, always hovering at about 2%. Additionally, the 2021 data is obviously too fresh to be predictive, and trends cannot be determined based on one year of data. That is, we don’t know if this increase is completely due to the COVID-19 pandemic, nor do we know whether it will continue to increase, level off, or return to pre-pandemic levels. The statistics for the 2021-2022 school year will not be released until later this summer. So, in the end, the 47% increase in Wisconsin homeschoolers is not a very significant or, put another way, very interesting bit of data.

One piece of this data picture that is a little more interesting is the possible increase in homeschooled students in Black families specifically. Several news stories this year started with similar flawed data assessments (“look at how many more kids are home from school!”), but also offered important and interesting anecdotes from Black parents hurt and frustrated by institutional schools. The possible rise of homeschooling as a means of empowering and protecting Black students will be an interesting story to watch, and to consider. See **“Law Journal Article Review”** on page 9 for another perspective on the legal implications of homeschooling for Black families.

It is interesting to watch some of the changes in both the understanding of and popularity of homeschooling in the last three years, but not surprising. It is always interesting and useful to consider how and why different families choose homeschooling, but those stories are not likely told by the kind of data we have available right now.

So is homeschooling a hot trend? Well, not really. And for good reason.

Homeschooling is a serious decision that each family makes over and over, based on both the ever-changing circumstances of life and deeply held personal beliefs. Under Wisconsin law, parents may only choose to homeschool for the specific purpose of providing a private or religious home-based education. Homeschooling is a minority lifestyle that, for the long term, requires families to choose to take up the responsibilities it requires as well as the freedoms it provides. 🏠



## WHPA Member Families by County

1 Adams	18 Marathon
3 Ashland	4 Marinette
6 Barron	4 Marquette
2 Bayfield	57 Milwaukee
44 Brown	10 Monroe
4 Buffalo	4 Oconto
2 Burnett	3 Oneida
3 Calumet	15 Outagamie
5 Chippewa	16 Ozaukee
2 Clark	1 Pepin
17 Columbia	6 Pierce
1 Crawford	8 Polk
90 Dane	12 Portage
10 Dodge	1 Price
2 Door	14 Racine
2 Douglas	6 Richland
5 Dunn	8 Rock
17 Eau Claire	18 Sauk
2 Florence	4 Shawano
15 Fond du Lac	15 Sheboygan
4 Grant	6 St. Croix
4 Green	6 Trempealeau
6 Iowa	8 Vernon
2 Jackson	4 Vilas
13 Jefferson	5 Walworth
4 Juneau	3 Washburn
14 Kenosha	27 Washington
1 Kewaunee	50 Waukesha
5 La Crosse	7 Waupaca
3 Lafayette	3 Waushara
2 Langlade	19 Winnebago
4 Lincoln	11 Wood
9 Manitowoc	

### WHPA Board of Directors

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# QAC Corner: The Busiest Months of the Year

The **WHPA Question Answering Committee**, or QAC, is a group of experienced homeschool parent volunteers who are on duty throughout the year to answer questions that come in via the Contact Form on the WHPA website. As you can imagine, August through October were the busiest months of 2021 for the QAC: we answered 154 questions via email or phone! What were the most common questions we answered?

The most frequent questions came from parents who were beginning to homeschool. Helping these new parents find accurate information is one of the joys of volunteering on the QAC.

*“I’m thinking of homeschooling my child. How do I start?”*

*“When should I file the PI-1206 Homeschool Report?”*

*“How do we withdraw and/or file for homeschooling for kindergarten since my child was not 6 years old on September 1?”*

The **Start Here** page on our website ([www.homeschooling-wpa.org/getting-started/](http://www.homeschooling-wpa.org/getting-started/)), and this page, **When and How to File the PI-1206 Homeschool Report** ([www.homeschooling-wpa.org/faqs/when-and-how-to-file-the-pi-1206/](http://www.homeschooling-wpa.org/faqs/when-and-how-to-file-the-pi-1206/)), as well as pages about **Withdrawing from School** ([www.homeschooling-wpa.org/faqs/withdrawing-from-school/](http://www.homeschooling-wpa.org/faqs/withdrawing-from-school/)) and **Homeschooling at Age 6** ([www.homeschooling-wpa.org/faqs/when-and-how-to-file-the-pi-1206/homeschooling-at-age-6/](http://www.homeschooling-wpa.org/faqs/when-and-how-to-file-the-pi-1206/homeschooling-at-age-6/)), answer many of these questions, but sometimes the answers seem easier to understand when they are confirmed by a live volunteer.

A good number of questions came because a public school contacted a parent before October 15, trying to insist that the child will be counted absent or truant until the PI-1206 Homeschool Report is filed. Thanks to WHPA’s hard work in 2020, these questions are easy to answer because of the clear instructions from Wisconsin DPI to public schools that notification of intent is sufficient for school withdrawal until October 15. Unfortunately, not all schools have adjusted their practices to comply with these instructions yet. Check out **Unexcused Absences and Truancy**



([www.homeschooling-wpa.org/wisconsin-homeschool-law/#truancy](http://www.homeschooling-wpa.org/wisconsin-homeschool-law/#truancy)) to understand how to deal with these public schools.

Some questions came from parents whose children were returning to school after a time of homeschooling.

*“My child is going back to public school this fall. What information am I required to give to the school?”*

*“Will homeschooling courses be accepted for credit?”*

WHPA has added an excellent article, **Understanding the Difference Between a School Transfer and Transfer Credits** ([www.homeschooling-wpa.org/faqs/return-to-school/transfer-vs-credits/](http://www.homeschooling-wpa.org/faqs/return-to-school/transfer-vs-credits/)), as well as good information on the **Return to School** page ([www.homeschooling-wpa.org/faqs/return-to-school/](http://www.homeschooling-wpa.org/faqs/return-to-school/)), that should help you better understand these issues.

Finally, a number of questions were asked that had nothing to do with the beginning of the school year. We received questions from families about residency, for example when they are planning to travel out of Wisconsin, or when they are residents of another state but will be living in Wisconsin for a time. Others asked questions that are high school related -- standardized testing, graduation, diplomas, apprenticeships, even prom and homecoming dances. We also received questions related to child support or Social Security benefits, proposed legislation, how many homeschoolers there are in Wisconsin,

misinformation that a member read somewhere, finding local support groups, and how to get homeschool discounts on school supplies. People asked questions about preschool, or homeschooling during a gap between enrollment in other schools, or how a school district will handle a child enrolling in first grade after staying home from public kindergarten. (See **Is the Kindergarten Requirement Enforceable?** ([www.homeschooling-wpa.org/wiki/august-2021-is-wisconsin-kindergarten-requirement-enforceable/](http://www.homeschooling-wpa.org/wiki/august-2021-is-wisconsin-kindergarten-requirement-enforceable/)) for thoughts about this law that was new in 2009).

During the busiest months of the QAC year, we find our work interesting and fulfilling. Thank you for your support of WHPA so we can help other homeschoolers like you! 🏠



# WHPA Board Meetings

Members are invited to attend quarterly Board Meetings regularly (January, April, July, and October) to see what goes on behind the scenes and stay informed – we have a great time at our board meetings and would love to have you join the fun! The next board meeting will be **Monday, April 25th at 10:00 am**. This meeting will be held via video conference. If you wish to attend, use the Contact Form on the website to request the Zoom link. [🏠](#)

## Legislative Watch Committee Update

### AB 122 / SB 201 Microschools / Micro Education Pods

As of this writing, AB 122 has been referred to the Assembly Committee on Rules, which may schedule this bill for consideration by the full Assembly. We continue to monitor this bill's progress and will issue a call to action if the bill will be considered by the Assembly. SB 201 remains in the Senate Committee on Education, and no public hearing has been scheduled.

### AB 563 Civics Education

Prior to the Assembly floor period, this bill did not affect our homeschool law; however, during the September 28, 2021 Assembly floor period, an amendment was offered and adopted to modify Wis Stat 118.165(1)(d) to include the following (proposed addition underlined): *"This subsection does not require the program to include in its curriculum any concept, topic, or practice in conflict with the program's religious doctrines or mission or to exclude from its curriculum any concept, topic, or practice consistent with the program's religious doctrines or mission."* As of this writing, AB 563 has passed

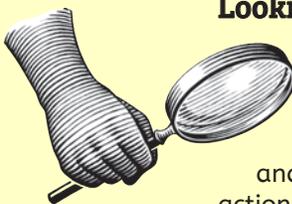
out of the full Assembly and has been referred to the Senate Committee on Education, where no action has been taken.

### Ongoing Work with Wisconsin Department of Public Instruction (DPI)

This past autumn, members of WHPA's Legislative Watch Committee had a series of meetings with representatives from the Department of Public Instruction to discuss ongoing concerns with school districts harassing parents and at times involving law enforcement because the parent made the legal and valid decision to homeschool their child(ren). These meetings have been positive, and we plan to continue this dialog, keeping in mind the different mission of each organization.

### Looking Ahead

WHPA's Legislative Watch Committee continues to monitor these bills as well as state and national issues that may affect Wisconsin homeschool law. Watch our website and your email for any important updates or action items. [🏠](#)



## Virtual Events Update



Although our **Back to (Home)schooling virtual events** were a great success last fall, our first series brought to light some needed updates to our backend systems. It was our intent to follow that series with Fall & Winter sessions, but we've run into some challenges getting the updated technology in place so that we can offer a better experience to our members and virtual attendees. We are diligently putting things in order and working towards some new and exciting virtual sessions in the near future. As an all-volunteer-run organization, we greatly appreciate your patience as many of our volunteers not only have families of their own, but are also actively homeschooling their children.

In the meantime, did you know you can request and schedule a personal WHPA session for your homeschool group or organization? Want to learn more about Wisconsin homeschooling laws? Offer a Homeschooling 101 session? Have a specific homeschooling topic that you would like addressed? Please reach out to us through the contact form on our website. If there's one thing we're passionate about, it's homeschooling! We love sharing accurate and up-to-date information from our seasoned homeschooling volunteers. [🏠](#)

# Insights from the Handbook

## Getting Started: What Does It Take to Homeschool?

Adapted from *Homeschooling in Wisconsin: At Home With Learning, 7th edition, pg. 20-22*

Starting homeschooling is exciting and challenging. Here are some suggestions.

### **First, take a deep breath.**

Homeschooling has worked well for many families, and it can work for yours. There's no rush. You have time to decide how you want to homeschool, what curriculum to use, how to comply with the law, and all that. This handbook will help you enormously.

### **Learn what's required to homeschool in Wisconsin and what's not required.**

Find Wisconsin's homeschool law, and answers to many questions about what's required, on our website at [www.homeschooling-whpa.org](http://www.homeschooling-whpa.org).

**File the PI-1206 Homeschool Report online with the Department of Public Instruction (DPI).** It is illegal to homeschool in Wisconsin without filing this form.

### **Take a break from school work.**

This will be a big help in starting homeschooling. Take the pressure off yourself and your kids. Don't worry about textbooks, worksheets, or curriculum for several weeks, ideally a month or more. This time is often referred to as "deschooling," and is a vital and invaluable opportunity to unlearn old routines and habits, get to know each other in your new normal, and rediscover your natural curiosity and passion for learning.

Instead of structure and formal instruction, help your kids find things to do on their own and with you. Ask the kids what they'd like to do! Then think of things you've wanted to do with them, and for them to experience, but haven't had time for—until now. Don't worry yet about the 875 hours required by statute. Start a journal, notebook, calendar, or other list of the things your kids do and you will be amazed at not only how many hours they're learning and growing each day, but also at how much your kids truly

learn during this break. There will be plenty of time later for more formal academics, if that's an approach you choose.

Deschooling gives your family an opportunity to come together, get to know each other better, improve communication, reduce tension, and just plain have fun. Kids unwind, get their feet on the ground, and relax. It's especially important for kids who have had difficulties in conventional school, whether because of academics, teachers, peer pressure, bullying, or whatever. Parents can focus on just parenting without worrying about formally "teaching" academics.

Good activities for the first days and weeks of homeschooling include:

- Reading what the kids choose, as long as you consider it acceptable.
- Watching appropriate movies.
- Sleeping. Many kids (and parents) do not get as much sleep as they need. Catching up on sleep often works wonders.
- Going for long walks or nature hikes.
- Playing at the park.
- Daydreaming.
- Going to the library and checking

out fun stuff: DVDs, music, magazines, colorful books from the children's section, cookbooks, anything that looks appealing.

- Taking a trip: a day trip to a nearby city or park, an overnight to a favorite spot or a new one you want to explore, or, if you can afford the time and money, a real vacation. If you give the kids as much responsibility as possible for planning, preparing, and managing the trip, they will learn without you having to do lesson plans or motivate them.

Many parents find they need to limit or prohibit activities they feel are unacceptable or unhelpful, perhaps computer games, television, Internet, or social media.

If your family would also like to do something academic each day, because you enjoy it or want to stay at grade level in one or more subjects or for whatever other reason, here are some suggestions.

- Read each day, in whatever way works best for your family. Take turns reading aloud. Gather as a group and each read silently. Listen to audiobooks. Stretch the definition of reading and watch a movie based on a book, and maybe discuss which was better - the book or the movie. Read anything that appeals to you: magazines, picture books (no matter how old you are), novels, stories about homeschooling, you name it.
- Do learning activities you find in library books, on the Internet, or at stores that sell learning supplies. Choose activities that appeal to you and try them. Build on what works. Ignore the ones that you don't like. Don't worry about grade levels; pick things your kids enjoy. They'll learn more, and you won't have to worry about motivating them.

Here are some examples of books.



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# Insights from the Handbook

## Getting Started: What Does It Take to Homeschool? (con't)

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- Family Learning: How to Help Your Children Succeed in School by Learning at Home by William F. Russell
- Family Math by Jean Kerr Stenmark, Virginia H. Thompson, and Ruth Cossey
- Parents Are Teachers, Too: Enriching Your Child's First Six Years by Claudia Jones
- The Teenage Liberation Handbook: How to Quit School and Get a Real Life and Education by Grace Llewellyn
- Trust the Children: An Activity Guide for Homeschooling and Alternative Learning by Anna Kealoha
- The Unschooling Handbook: How to Use the Whole World As Your Child's Classroom by Mary Griffith

Activities like these will give your children plenty of learning opportunities while you take your time choosing or designing a curriculum that will work for your family. **You don't need to replicate the conventional school environment.** As you're doing activities from the books listed above or from other resources you have found, remember that anything we learn is helpful. If your kids learn something about math or science or whatever that isn't part of the standard curriculum for their grade, it won't be a waste, and it will help them learn the material for their grade when (or if) you go back to it.

**Take your time in choosing or designing a curriculum.** Explore what's available and try some free

or low-cost suggestions before you buy a curriculum. Find some ideas on our website at [www.homeschooling-wpa.org](http://www.homeschooling-wpa.org), at the library, on the internet, and from other homeschoolers. Rushing your decision, and trying to get kids to use a curriculum that's not working creates tension and makes learning more difficult. You'll have time for the 875 hours of instruction required by law, even if you spend a month or two choosing a curriculum. Recognizing what they learn while deschooling will help you choose or design a curriculum that works for your family.

**Learn more about libraries in your area.** Most homeschoolers rely heavily on libraries. You can save hundreds of dollars on curriculum by using the library for most of your learning resources.

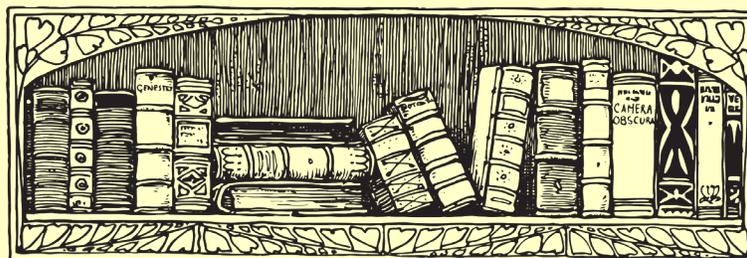
**Get in touch with other homeschoolers.** They will give you information and support, and your kids will be glad to know they aren't the only homeschoolers around. Search the internet for "homeschool groups" along with your town, neighboring towns, county, region, or wherever you're willing to travel for connections with other homeschooling families. Visit as many as you reasonably can. Groups vary a lot, and it's worth spending some time to find one that works well for your family. If you can't find a group that meets your needs, consider starting one. You can also find connections online through social media. Some may be an extension of in-person groups where location matters, while others may offer support online only giving you

a chance to make connections based only on common interests.

**Expect some ups and downs.** Homeschooling is a big change; it takes time to adjust and feel confident. Expect to spend some time figuring out how you want to homeschool and gaining confidence. Then, just when you think you almost know what you're doing, things will change, and you'll need to adjust. Searching, trial-and-error, and mid-course corrections are all part of what makes homeschooling so exciting and why it works so well for so many different families. Just hang in there and you'll make it.

**Become a responsible homeschooler.** The present and future of homeschooling in Wisconsin depend on you and other homeschoolers. Actions of individuals like you are critical to maintaining our homeschooling freedoms. It's not difficult once you understand a few basic principles. Learn how to protect Wisconsin's reasonable homeschooling law on our website at [www.homeschooling-wpa.org/faqs/protecting-wisconsin-law/](http://www.homeschooling-wpa.org/faqs/protecting-wisconsin-law/).

**Keep your Wisconsin Homeschooling Parents Association (WHPA) membership current.** WHPA provides the support and information families need to homeschool. In addition, Wisconsin has one of the most reasonable homeschooling laws in the country. Homeschoolers working together through WHPA got the law passed in 1984 and have worked hard to maintain it despite numerous challenges. WHPA cannot do its work without members like you. 🏠



# Parents' Work: Invaluable but Nearly Invisible

This article was originally published in WHPA's Newsletter Issue #114 (December 2012). It has been updated for clarity.

As parents, we do some of the most important work in the world. Unfortunately, it is often overlooked, even by us parents. It is important that we take time to think about, recognize, acknowledge, keep in mind, and share with others the work that we do and the resulting benefits. Parents' work is essential to children's well-being, to parents themselves, and to society as a whole. No one else can do this work as well as parents can.

As homeschoolers, we have more experience with and often greater understanding of and stronger commitment to the benefits of parents' work. Our voices need to be heard, especially as pressure grows for children to start school at younger ages and spend more hours per day and days per year in school, and for professionals and the government to take more responsibility for children at the expense of parents' rights.

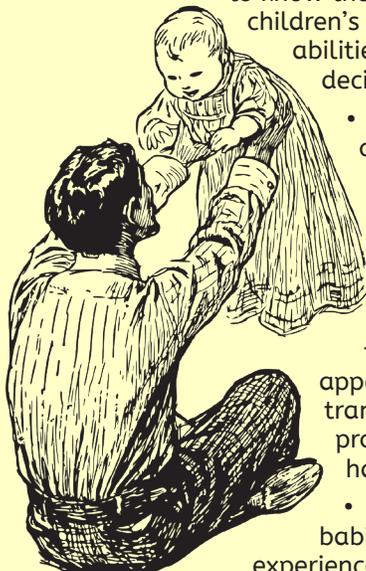
This article explores some obvious and not so obvious work that parents do, and ways some parents cope with economic challenges created by increasing the family work they do. Then it discusses reasons why the media doesn't give parents the credit and recognition we deserve. Finally there are suggestions for what we can do.

## Work Families Do that Gets Taken for Granted, Sometimes Even by Families Themselves

What do parents provide for their children and do for and with them?

Here are a few examples:

- Parents make daily, weekly, and annual decisions about what opportunities to provide for their children. These include formal and informal learning, recreation, social activities, and spiritual development.
- Parents watch and listen to their children, getting to know them and including their children's special interests, talents, abilities, and strengths in their decision making process.

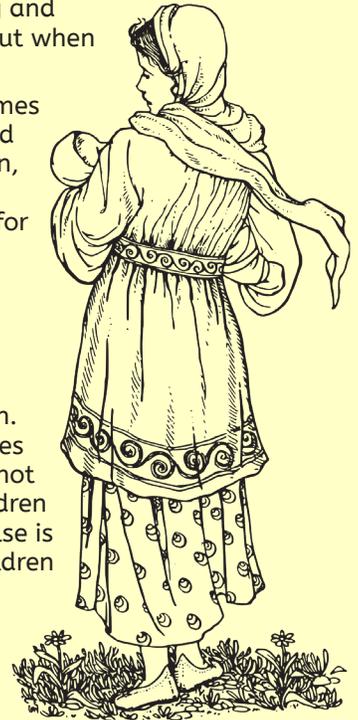


- Parents organize their children's schedules, deciding what needs to be included and what is going to happen when. Then parents make sure it happens, getting kids to meals, to bed, and to various activities and appointments, arranging for transportation if they don't provide it themselves, and handling other details.

• Parents provide babies with their first social experiences. Then by the examples

they provide and the opportunities they arrange, they help children learn to relate to others, develop friendships, deal with difficult people, and conflict resolution.

- Through the commitments parents make to their children, they provide security and continuity. Other people in children's lives change, but their parents are always their parents. This stability is critical and allows children to focus on learning and growing.
- Parents monitor children's health. Because they know their children well, they can sense when something is wrong and make good decisions about when outside help is needed.
- Parents willingly (sometimes even joyfully) make untold sacrifices for their children, giving up money, time, sleep, privacy, and more for the sake of their children.
- Parents learn parenting skills from experience, reading, and talking with other parents.
- Parents love their children. To most parents this comes so naturally that it does not feel like work, but to children it is invaluable. No one else is capable of loving our children the way we can. When people say, "Parents are not objective or realistic about their children. They are too soft on them," a good response is, "Actually, parents often know their children better than anyone else. If other people knew children the way their parents do, they would be more impressed with them and less critical of their supposed faults."
- Perhaps even more important, a parent is making a lifelong commitment of attention, support, counseling, decision making, financial backup, interpersonal relationships that may extend to include in-laws, grandchildren, great grandchildren, and other extended family members. This commitment lasts longer than some marriages and most jobs one gets paid to do.



The work of a parent at home ranges from the mundane of paying the electric bill to the incalculable importance of nurturing, caring for, and loving a child. To assign a dollar value to this unpaid work, assume at least one parent is working 24 hours a day, 7 days a week. Assume the average pay for waking hours is \$25 an hour, which is a real steal when one considers that parents need to

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## Parents' Work: Invaluable but Nearly Invisible (con't)

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be skilled and ready to make critical decisions as well extend significant physical, emotional, and spiritual energy throughout these hours. Assume \$8 an hour for resting hours, remembering that people are paid to be on-call round the clock in various jobs. The value of one year's work would be \$169,360. And that's just for one parent.

Of course, parents get many rewards for the commitments they make. These include what happens on a daily basis. Children bring us joy, make us laugh, offer hope, make us marvel at what humans can do and accomplish, help us relax, give us opportunities to be in touch with other parents, give us very good reasons to feel good about ourselves and to feel not just needed but essential.

Another way of assessing the value of parents' work is to consider the ways in which families cope with economic challenges created by increasing the work the family does. Many families manage to homeschool by reducing the number of hours parents work for pay outside the family and doing more work within the family at reduced costs. Possibilities include:

- Cooking food from scratch rather than buying prepared food or eating out. (Here's a fun idea: find "copycat" recipes of your favorite restaurant meals, and make them at home!)
- Gardening, raising chickens, and other food production.
- Reading aloud, playing games, inventing activities, and other ways of creating entertainment rather than paying for expensive entertainment.
- Learning on one's own using the library, Internet, and people one knows rather than enrolling in expensive classes.
- Having young people over 18 continue to live at home rather than renting an apartment.
- Sharing one or more family cars.

- Cutting each other's (or one's own) hair.
- Having enough confidence to develop a style of one's own rather than needing to have the latest, in-style clothes.
- Increasing the chances of staying healthier by eating well and getting enough exercise and rest.

Another way to look at the value and benefits of parents' work is to consider reasons people look to their families as the basis for economic security, health, and happiness. Among the reasons:

The family is where who you are and can become is established, supported, and valued.

- Money, while essential in our society, is transient while the family endures.
- As discussed above, the family can provide much of what is most important at a fraction of the cost of having others do it.
- The family can provide better quality products and services that are essential to living and happiness. Examples of this include: homemade food, education, health care, nutrition, confidence, and social skills.
- The family can provide better goals and standards for living than people are likely to encounter in our major institutions today, including schools and corporations.
- The alternative to parents, that is, turning children over to professionals and institutions such as schools, day care centers, and preschools, can cost a great deal. This may cost money. For example, kids may need more clothes, purchased lunches, transportation, school supplies, etc. Then there's tuition for private programs. Also, it can diminish children's character and confidence, which is a cost greater than money.
- Institutions are much more powerful than most individuals and will force the individual to meet the institution's way of

*Continued on page 16*

## Spread the Word!

To continue its work, WHPA needs a strong membership base.

Our members both support and receive:

- Informative and helpful **newsletters** like this one
- Living and comprehensive **website**, available to all Wisconsin homeschoolers, prospective homeschoolers, homeschool supporters, and anyone with questions about homeschooling in Wisconsin
- All-volunteer **Question Answering Committee** to respond to questions about homeschooling in Wisconsin
- Annual homeschooling **Conference and Resource Fair and Virtual Events**
- **Legislative Watch** volunteers to keep informed of legislative actions which could affect Wisconsin homeschoolers
- Statewide **WHPA 101** programs upon request
- **Representation** of homeschoolers to state legislature and agencies
- Working volunteer **Board of Directors** dedicated to preserving WHPA's legacy

Hardship assistance may be available upon request.

Encourage your homeschooling friends and supporters to visit [www.homeschooling-wpa.org/membership](http://www.homeschooling-wpa.org/membership) and join today! 



# Law Journal Article Review: The Right to Be and Become

Rebecca Ahl, WHPA Legislative Watch Committee Co-Chair and homeschooling parent

This article is a brief review of an interesting recent law journal article related to homeschooling. It is also the second in a new series of features about legal issues related to homeschooling (see last issue for a deep dive into the history of Wisconsin's kindergarten law). Future topics will include homeschooling legal history and terminology, media reviews, and national organizations or movements. If you have an area of interest you think would make a good legal features topic, or if you have an article to submit for consideration for the newsletter, please share it using the contact form on our website.

In a recent Law Review article about Black homeschoolers<sup>1</sup>, author Najarian Peters offers a legal framework for homeschooling based on the right to privacy, and argues that Black parents have especially strong interests in protecting the privacy of their Black children. Peters illustrates specific issues parents of Black children face in institutional schools, and how systemic problems of schools have combined to threaten and violate the inherent privacy rights of Black children and parents. The inherent right to privacy and the corresponding inherent right to freedom of thought are offered as a supplemental framework for the right to homeschool.

Peters begins with an overview of the well-established inherent right to privacy, under the U.S. Constitution. Even though we all understand we have certain rights to privacy secured by the Fourth Amendment, courts and legal scholars have considered the right to privacy to also encompass:

- “the right to be let alone,”
- “the protection of the inviolate personality,”
- “the ability to live one’s life as one chooses, free from assault, intrusion or invasion except as they can be justified by the clear needs of community living under a government of law.”

Peters then contrasts the long-standing American legal system’s

respect for privacy rights with the real-world experiences of Black families and Black children, writing “This article presents the argument that for certain stigmatized groups, the right to privacy, understood as the right to be let alone, is [...] a necessary, valuable and sacred right bound to life-preserving negative liberty.”

To demonstrate the violations of the right to privacy parents of Black children face in institutional schools, Peters begins with an overview of the multiple layers of discrimination at play in institutional schools, from funding and employment, to disproportionate policing and counseling, to questionable testing and tracking policies. Peters divides examples in three major areas: “the harms of overwhelming messages of inferiority, unequal educational opportunities, and disproportionate discipline in the education system.” These well-documented harms are, Peters claims, part of what is driving new Black families to choose homeschooling for their children. He writes that the choice to homeschool for Black families specifically, is a way to protect their children’s “right to be and to become.” Peters explores the ways homeschooling lifts up the privacy rights of Black children especially, highlighting four main strategies: “preserving Black childhood; creating breathing space for Black children to flourish; insulating

Black children from distortions; and letting Black children author their own lives.” To illustrate the experiences and motivations of some Black homeschooling parents, Peters includes and discusses interviews with parents.

Peters takes an interesting look at negative distortions applied to Black children specifically, and the work Black parents do protecting children from them. He writes, “A Black child is watched and monitored in a way that other children are not,” citing both anecdotal and statistical data. Peters spends little time interrogating the intention behind these harms, because, he writes, “Whether implicitly or intentionally, the impact and harm can be the same.”

This article provides an excellent overview of some of the specific problems faced by Black children in institutional schools, and reminds us that violations of privacy are not equally distributed. Using the history of the inherent right to privacy and the corresponding inherent right to freedom of thought combined with the specific facts of Black American childhood, Peters suggests the right to privacy is an important supplemental framework for the right to homeschool for Black families. This strikes me as an important argument for homeschooling rights

*Continued on page 10*

<sup>1</sup> Peters, Najarian R. “The Right to Be and Become: Black Home Educators as Child Privacy Protectors.” *Michigan Journal of Race and Law*. Vol 25. 2020. <https://repository.law.umich.edu/cgi/viewcontent.cgi?article=1341&context=mjrl>

# Law Journal Article Review: The Right to Be and Become (con't)

Continued from page 9

for all families to consider, and a reminder that all Americans are not equally situated.

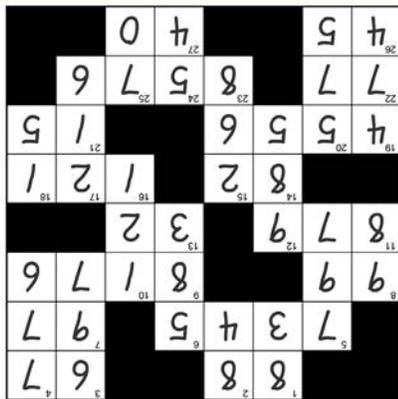
Throughout the article, whenever Peters illustrates a Black parent's reason for choosing homeschooling, I find myself thinking "Yes! I thought that too!" Like one of the parents interviewed, my husband and I chose homeschooling in great part because we want our children to grow up with "their spirits intact." We chose homeschooling because we did not want our children to be held back by other people's expectations of them, and I honestly loathed the idea of my children being endlessly tested, measured, and compared

to others. We wanted them to be safe and to feel safe. Part of our homeschooling is about creating a home place that denies the majority opinions of the outside world that degrade or dehumanize our children. We chose homeschooling because we want our family to live joyful lives together. However, neither my husband nor I are Black and our children are not Black. We would not face the multiple, layered institutional problems of schools that harm Black children specifically. By laying out the specific problems and institutional practices that especially and disproportionately harm Black children, Peters offers a strong argument that Black

homeschooling parents are not only doing additional work that non-Black homeschoolers do not have to be concerned with in the same way, but also are relying on and upholding the privacy rights of their children in a different, and important way. He offers these ideas as a foundation for future legal research.

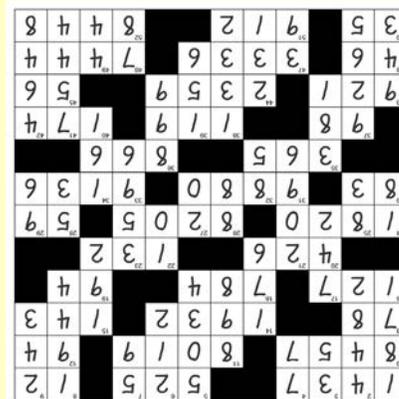
Reading Peters, I am also reminded that being homeschoolers and paying attention to homeschooling rights naturally puts us and keeps us on the front lines of the struggle to maintain our rights to privacy, to freedom of thought, and to be and become the free people we choose to be. 🏠

## Cross-Number Puzzles: Answers



(Puzzle on page 12)

**Beginner**



(Puzzle on page 13)

**Expert**

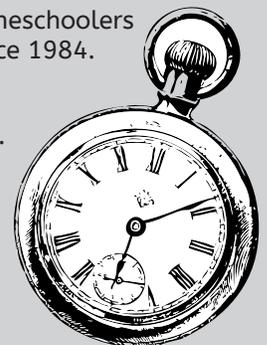
## Milestones Flashback: 2002

When it comes to homeschooling in Wisconsin, we all are where we are today because of the tireless work of the volunteers who came before us. Working together through WHPA (formerly WPA), homeschoolers in Wisconsin have reclaimed and maintained basic freedoms in education and family life since 1984.

Here's a flashback to some of the issues and efforts of twenty years ago:

- WPA informs homeschoolers and others of the problems with statewide public e-schools.
- WPA works to ensure funding for public libraries.
- RESOLUTION: 38. Public E-Schools
- RESOLUTION: 39. Government Imposed Immunizations

Full text of all of WPA's resolutions, along with more milestones, can be found on our website. 🏠



# Help Stop Misinformation About Our Homeschool Law

**SUMMARY:** Organizations based outside of Wisconsin and individuals posting on social media are spreading inaccurate information about homeschooling in Wisconsin. This misinformation ranges from inaccurate information regarding filing the PI-1206 Homeschool Report, to leading parents to believe they can simultaneously have their child enrolled in more than one educational program, to promoting legal theories that claim there are ways “around” our law when our law is in fact reasonable and effective. Little has changed in our homeschooling law since it was enacted in 1984.

If homeschoolers act based on misinformation, critics and opponents of homeschooling will be rightfully able to claim that homeschoolers are not obeying the law. This could easily lead to increased state regulation of homeschooling in Wisconsin. Let's work together through WHPA to maintain our freedoms. Let's not allow dangerous and incorrect information from social media and organizations outside of Wisconsin rob us of our freedoms through our reasonable homeschool law. ***Please share this information with other homeschoolers.***

## Why homeschoolers are required to file the PI-1206 Homeschool Report, even if you begin homeschooling after October 15:

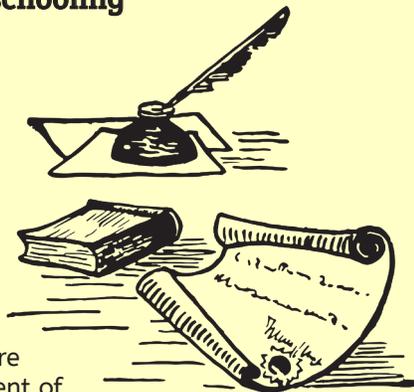
First, let's be clear about what the PI-1206 Homeschool Report is and how it functions.

When you file the PI-1206 Homeschool Report each year you are homeschooling, you are reporting the enrollment of your child(ren) in your homeschool.

You are not applying to the DPI for permission to homeschool. You are not registering your child for homeschooling. The form is a signed statement (an affidavit) that you are complying with our homeschooling law for the children indicated.

In addition, official copies of your PI-1206 Homeschool Report are often needed to meet requirements for work permits, qualify for educator discounts on products and services, apply for admission to technical school, colleges, and universities and receive financial aid and scholarships, enlist in the military, receive social security disability benefits, and provide potential employers proof of enrollment in a homeschool.

Any suggestion that homeschooling parents should not file the PI-1206 Homeschool Report may cause them to act illegally and jeopardizes future opportunities for their children. Two Wisconsin statutes together create the requirement that homeschoolers file the PI-1206 Homeschool Report even if they begin homeschooling after October 15. The first is the statute requiring that



homeschools report their enrollment to the DPI, just as public schools and conventional private schools do (Wis Stat 115.30(3)). The second statute is the compulsory school attendance law which applies to all parents regardless of whether they choose a public, conventional private, tribal, or homeschool for their child (Wis Stat 118.15(1)(a) and (4)).

As a homeschooler, you show that you are in compliance with the compulsory school attendance law by:

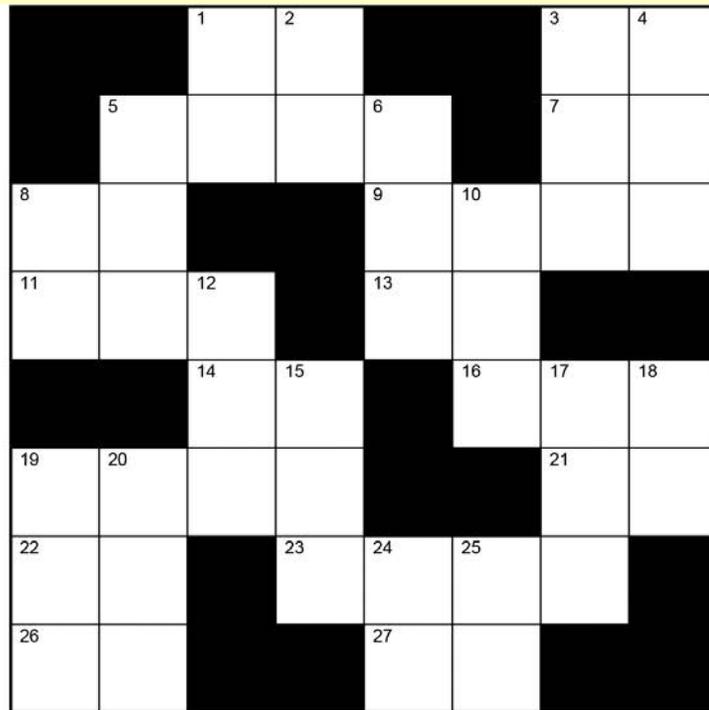
- 1. Enrolling your child in your homeschool:** The first step in complying with the compulsory school attendance law is for you to enroll your child in a school. Non-homeschooling parents do this by completing the enrollment forms provided by a public or conventional private school. Your child is enrolled in your homeschool when you establish a homeschool in accordance with Wis Stat 118.165, titled Private Schools, and then have one or more of your children attend this homeschool. Establishing your homeschool does not require anyone's approval and requires no paperwork.
- 2. Reporting the enrollment in your homeschool to the DPI by filing the PI-1206 Homeschool Report at the correct time:** If you begin homeschooling prior to October 15, you will file your PI-1206 Homeschool Report by October 15, reporting the enrollment of your homeschool as of the third Friday in September. If you begin homeschooling after October 15, you will file your PI-1206 Homeschool Report right before you begin homeschooling. If you remove your child from their school and begin homeschooling without filing the PI-1206 Homeschool Report, your child is in violation of the compulsory attendance law and subject to the truancy process.

Continued on page 14

# Cross-Number Puzzle: Beginner

Solve the following equations and enter the answers in the corresponding squares as you would a crossword puzzle. Each square will contain only one digit. Do not enter decimal points or commas, only digits. **Answers on page 10.**

You may make as many copies of this page as you wish, for personal use only.



## ACROSS

1.  $114 - 26$
3.  $73 - 6$
5.  $3,214 + 4,131$
7.  $172 - 75$
8.  $150 - 51$
9.  $3,785 + 4,391$
11.  $1,576 - 697$
13.  $20 + 12$
14.  $116 - 34$
16.  $202 - 81$
19.  $2,993 + 1,563$
21.  $17 - 2$
22.  $55 + 22$
23.  $6,336 + 2,240$
26.  $25 + 20$
27.  $22 + 18$

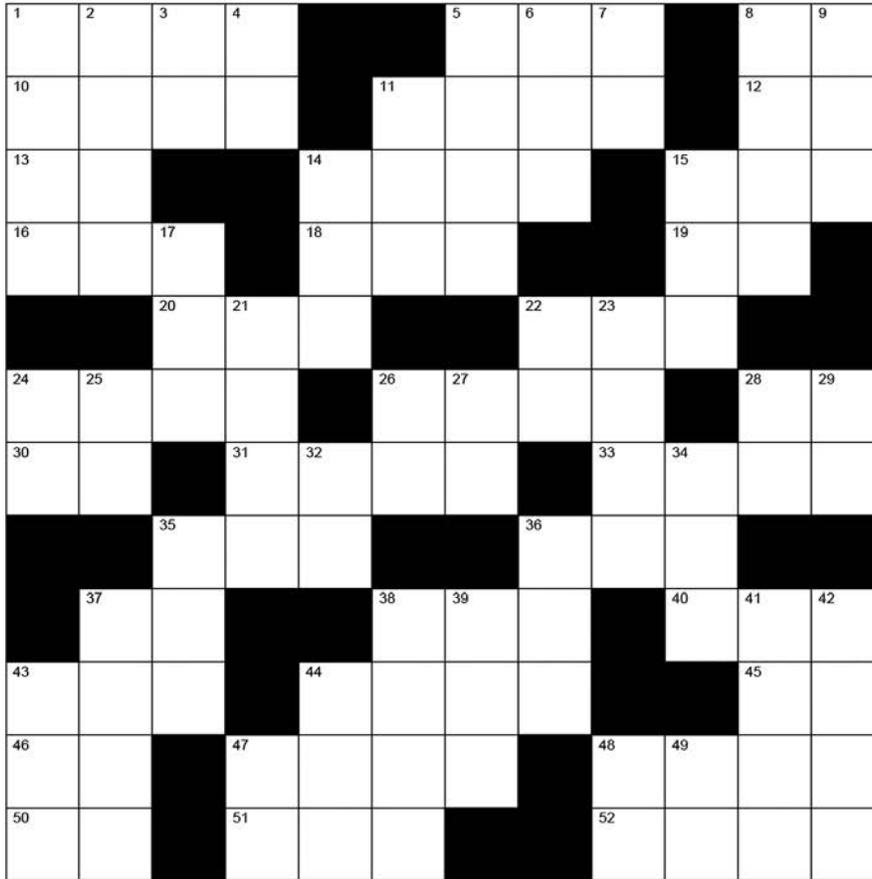
## DOWN

1.  $120 - 37$
2.  $37 + 47$
3.  $538 + 159$
4.  $307 + 469$
5.  $515 + 282$
6.  $559 + 24$
8.  $34 + 64$
10.  $196 - 75$
12.  $1,092 - 107$
15.  $410 - 142$
17.  $346 - 130$
18.  $25 - 10$
19.  $415 + 59$
20.  $679 - 104$
24.  $47 + 7$
25.  $68 + 2$

# Cross-Number Puzzle: Expert

Solve the following equations and enter the answers in the corresponding squares as you would a crossword puzzle. Each square will contain only one digit. Do not enter decimal points or commas, only digits. **Answers on page 10.**

You may make as many copies of this page as you wish, for personal use only.



## ACROSS

1. MCDXXXVII
5. 3 down  $\times$  15
8. 1 dime and 2 pennies =    ¢
10.  $2,819 \times 3$
11. 9 down  $\times$  33
12.  $120 - 26$
13. 39 down  $\div$  2
14. 34 down  $\times$  12
15. CXLIII
16.  $1,143 \div 9$
18. 37 across  $\times$  8
19.  $752 \div 8$
20. CCXCV + CXXXI
22.  $101 + 31$
24. cost of 7 hamburgers at \$2.60 each
26.  $15 \times 547$
28. 24 across  $- 1,761$

30. 7 down + 24
31.  $3,456 + 6,424$
33.  $8,771 + 35$  across
35. days in the year 2022
36. change from \$20 after spending \$11.34
37. XXXIII + LXV
38.  $179 - 60$
40. 11 across  $- 7,845$
43.  $307 \times 3$
44. \$14.13 plus \$9.46
45.  $84 - 28$
46. 25 down  $- 37$
47.  $3,045 + 291$
48. \$23.19 plus \$51.25
50.  $210 \div 6$
51.  $6 \times 152$
52.  $5,673 + 2,775$

## DOWN

1.  $7,484 \div 4$
2.  $7,454 - 2,972$
3. XCVIII - LXIII
4. days from November 26 to February 11
5. 24 down + 5,016
6. amount spent if the change from \$20 was \$17.88
7.  $56 + 3$
8. hours in 81 days
9.  $155 + 26$  down
11.  $1,540 - 642$
14.  $115 + 61$
15. days from April 15 to October 24
17. 28 down  $\times$  14
21. \$32.16 minus \$11.20
22. 27 down  $\div$  2
23. 36 down  $\times$  4
24. minutes in 1,080 seconds
25.  $80 + 3$
26.  $31 + 57$
27. LXXX - LX
28.  $477 \div 9$
29. 15 down  $\div$  2
32.  $17 \times 5$
34.  $805 \div 5$
35. 51 across  $- 531$
36.  $1,494 - 595$
37.  $9,219 + 46$  across
38. months in 111 years
39.  $24 + 22$  across
41.  $7,383 + 34$  down
42. 30 across  $\times$  56
43. 41 down  $\div$  8
44. 4 down  $\times$  3
47. 48 down  $\div$  2
48.  $39 \times 2$
49. 26 down  $\div$  2

# Help Stop Misinformation About Our Homeschool Law (con't)

Continued from page 11

- 3. It's also a good idea to keep a record of attendance in your homeschool.** The law does not specify what form this record must take, and Wisconsin homeschoolers have used many personal methods of record-keeping.

If you don't file the PI-1206 Homeschool Report, there's no record that your child is enrolled in your homeschool, and you and your child can be subjected to the truancy process on the grounds that you are not complying with the compulsory school attendance law.

## Why it's important to keep homeschooling out of the courts and out of legislation

It would be very unwise to risk a court case when Wisconsin's homeschooling law is working well, is one of the best in the nation, and when past homeschooling court cases have resulted in courts ruling against homeschoolers who wanted to be free of state regulation.

Wisconsin homeschoolers have relied on working through WHPA at the grassroots level to secure and maintain homeschooling freedoms. Courts in other states have historically and consistently ruled in favor of state regulation of homeschools by ruling that homeschoolers can be required to have their curriculum reviewed and approved by public school officials, can be required to take state tests, can be required to submit reports to school officials, and/or can be required to have parents meet certain qualifications in order to homeschool. These court cases stand today as precedents for courts to use to uphold state regulation of homeschools.

Whether homeschooling legislation was introduced based on claims that homeschoolers are not obeying the law or as the result of a court case, any such legislation could easily contain (or be amended to contain) language to increase state regulation of homeschooling by requiring testing, review and approval of homeschoolers' curriculum, periodic reports to public school officials, compliance with state standards, and/or other means.

It is very difficult to imagine how the current Wisconsin

homeschooling law could be improved. It is easy to imagine how it could be more restrictive. No matter which political party controls the Wisconsin Legislature and the Governor's office, the risk exists that state regulation of homeschooling will be increased. Homeschoolers represent a small, often misunderstood minority, not a rich and powerful lobby. Legislation that imposes requirements such as standardized testing or review and approval of curriculum would undermine our freedom, as would legislation that grants so-called benefits to homeschoolers, such as tax credits or tax deductions, or other favors.

## Our homeschooling law remains largely unchanged since 1984:

Despite the pandemic, little has changed in our law since it was enacted in 1984, other than the requirement that public school districts allow homeschooled students to take classes (2013 Wisconsin Act 20), and participate in sports and extracurricular activities (2015 Wisconsin Act 55).

## Beware of legal theories which seem easy or are touted as creative workarounds of our law:

Beware of following advice which suggests that homeschoolers can somehow "get around the law" by using new, creative, easy sounding - and untested - legal theories. Following such advice, especially from someone who you have not personally retained as legal counsel removes the legal protections and sound legal footing that our reasonable law provides for you and your child. Furthermore, without having the legal protection that the properly filed PI-1206 Homeschool Report provides, you also jeopardize future opportunities for your child, such as higher education, employment, or the military.

Lastly, operating outside of the law puts our reasonable law at risk, which can lead to increased regulations that would affect all Wisconsin homeschoolers. For more tips on protecting yourself from misinformation, visit our Checking Sources page: [www.homeschooling-wpa.org/faqs/checking-sources/](http://www.homeschooling-wpa.org/faqs/checking-sources/)

## Why information from WHPA can be trusted:

In the spring of 1984, Wisconsin Parents Association (WPA; WHPA's original name) took the lead in the



### Be A Fact-Finder!

**Q:** What year was the law enacted in Wisconsin that states "a school board may not enroll a child in the first grade in a school in the school district unless the child has completed 5-year-old kindergarten"?



**Hint:** This fact is found in multiple places at [www.homeschooling-wpa.org](http://www.homeschooling-wpa.org). Think law, think kindergarten, think issues... Use the handy SEARCH tool to find the answer! 🏠

Continued on page 18

# College for Homeschoolers: An Interview with Two Admissions Experts

Homeschooling families sometimes experience trepidation when thinking about homeschooling through high school, especially when a student's goal includes college after graduation. We asked two experts from different Wisconsin schools, one from Northeast Wisconsin Technical College, and the other from the University of Wisconsin - Madison, to share their insights. The views expressed by the interviewees are their own and not necessarily those of WHPA. We hope their thoughtful responses will help empower your family to choose the right paths for your homeschoolers.

Special thanks to:

Ryan W. Stewart (RS), Career Coach, Northeast Wisconsin Technical College  
Nate Rosenberg (NR), Admissions Counselor, University of Wisconsin - Madison

**WHPA:** What's your best advice for parents with homeschool students about to enter their high school years?

**RS:** My advice for parents: As your students progress through their high school years, provide them with opportunities to explore potential careers, make decisions about their future, and spread their wings a bit. And know that if they choose to attend NWTC, they will feel at home in our welcoming college culture. At NWTC, we believe college is for everyone. We believe every individual can soar higher!

**NR:** My advice would be to make sure that you do a thorough job of documentation so you can later submit accurate materials to colleges and universities and be able to answer any follow up questions that they may have.

I would also advise parents to make sure that their students are taking courses across the core subjects (English, math, science, and social studies). Students must meet minimum academic requirements to be considered for admission. Applicants must have four units of English, three units of Social Studies, three units of Science, two units of a single world language, and three units of mathematics. The math requirement includes at least one year each of algebra, geometry, and advanced

math, or an integrated sequence of courses. If you take any of these courses in middle school, they will count toward the requirement. Courses that will not fulfill this requirement include: statistics, business math, and computer class-

es. Please note that while these are the minimum requirements, most of the students applying and being admitted to UW-Madison have 4+ units in all core subjects including world (foreign) language. It's encouraged to be a competitive applicant to continue to take courses beyond the minimum when able.

**WHPA:** When should homeschoolers start thinking about college? When is the right time for college visits?

**RS:** I recommend starting the career search process at the beginning of high school and then start thinking about which colleges you have an interest in shortly after that. Touring colleges are important to start at the end of your junior year and before senior year.

**NR:** There is no "correct" time to start thinking about college, but, generally speaking, tenth and eleventh grades are a good time to start visiting schools if students are able to and to start considering what is important to them. Students should spend the summer before senior year working on essays, reaching out to teachers for letters of recommendation, and getting prepared for application submission. Both Common Application and UW-System Application open on August 1st so students can start applying then to schools that use the same application tools.

**WHPA:** What advice would you give homeschoolers who aren't sure what career they want to pursue?

**RS:** If you are a homeschool student who does not know what you want to do, you can start with a career assessment. NWTC can provide you with this free assessment and then walk through the results with you to evaluate what degrees/

Continued on page 20

## Mail Call: Homeschooling High School

**A WHPA member asks:** "I would love to see an exhaustive explanation of what homeschooled high schoolers do and do not have access to, such as dual enrollment at colleges, internship opportunities, scholarship opportunities, and more."

Homeschooled high school students have many opportunities similar to their traditionally schooled peers, as well as unique opportunities. At times it takes creativity, ingenuity, research, and advocating on your part, but your child's high school experience can be very positive, unique, and attractive to institutions of higher learning, employers, and the military.

As the administrator of your home-based private educational program, you are free to develop your program's curriculum based on your child's interests, keeping in mind that the statutory topics of reading, language arts, mathematics, social studies, science and health are included, and that you are providing 875 hours of instruction to your family unit each year.

Let's take a look at each area:

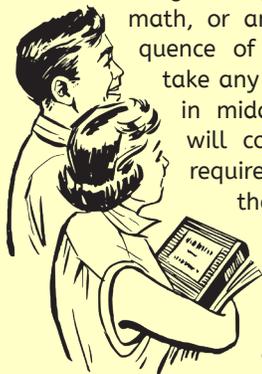
**Dual enrollment:** Dual enrollment is available for certain public high school students attending certain institutions of higher learning (Wis Stat 38.12). Wisconsin law does not allow for enrollment in more than one educational program at a time, so dual enrollment is not available for homeschooled students.

But this does not mean that your child is prohibited from taking classes at technical colleges, colleges, or universities. Simply keep the following things in mind:

1. You are responsible for the cost and fees of those classes. (If you have a Section 529 and/or Coverdell college savings account established for your child, you may be able to use these funds to pay for the classes; check with your financial advisor for more information.)
2. Your child may have to meet the institution's requirements and prerequisites for taking classes, and
3. You are still responsible for fulfilling the requirements of Wisconsin's homeschool law.

As the administrator of your homeschool, you are free to include

Continued on page 23



## Parents' Work: Invaluable but Nearly Invisible (con't)

Continued from page 8

doing things. This often costs the individual a great deal on both the short term and long term. By contrast, families allow people the opportunity to be themselves, to grow and learn.

### Reasons You Won't Find the Mainstream Media Giving Parents Credit

Given all that parents do, it's easy to wonder why it is so hard to find in the mainstream media or in most studies much if any information about the economic and personal benefits of parents' work at home. Here are some of the reasons:

- The media reflects the way in which our society emphasizes money and the economy. Because parents' work is not paid for, it is not included in the gross domestic product (GDP). (The GDP is the total market values of goods and services produced by workers and capital within a nation's borders during a given period, usually 1 year. It is widely assumed to be a reliable measure of the size and strength of a country's economy, although it doesn't measure any work, service, or product for which money is not exchanged.) When families increase the work they do themselves and spend less buying goods and services, this increase does not "grow the economy" or increase the GDP. In fact, it actually decreases the GDP because parents spend less buying goods and services from others. Sadly, our society counts as economically beneficial the money that is spent dealing with serious problems such as disease, depression, learning disabilities, and divorce. Although these are tragic in human terms, our society is set up to consider them to be "good for the economy" because they lead people to spend more money.

Here is an example of how deeply ingrained and accepted money has become as a measure of a person's value or worth. What do people mean when they ask: "What kind of work do you do?" or "Where do you work?" The real question is: "How much money do you earn in a year?" Or "What work do you do for pay?" The question is not whether you make shoes or bread or toothpaste or cars. And the question most certainly is not whether you are raising a family or caring for children. Parents who work as nurturers and caregivers either are not asked the question or find it awkward or even embarrassing since there is not a well accepted answer that is commonly recognized as important and valued. What does one say: "I don't make money" Or "I'm just a homemaker"? Some parents have worked out an answer that self-consciously justifies not earning money such as "I was working as a [fill in the name of a job or profession] but now I'm taking a break and working at home, raising a family." However, a better response might be, "I'm a full-time parent, which I feel is worthy of my time and energy despite the fact that our society doesn't pay me in money for this work."

- The media relies on money from advertisers for its income, so it is aware of how advertisers are likely to respond to stories it presents. Few advertisers make money on the work that parents do at home, so the media does not benefit economically from stories about strong families. By contrast, the media does get advertising dollars from many of the vested interests who have made children and families their clients, such as law firms, clinics and hospitals, teachers, and colleges and universities. This gives the media incentive to present stories that show, for example, how teachers or social service programs are helping families deal with problems.
- Most research dealing with children and families portrays families as having problems, not as strong economic units doing important work themselves. Researchers often have a vested interest in turning people into clients so they and others in their field can increase their incomes, jobs, and prestige. Because of their training, the commitment of many years of their lives, and the professional roles they have assumed, it is not surprising that researchers and other professionals want to see their professions as necessary to solving the apparent or real problems of families. They are much less likely to design and conduct studies that could show the strength of parents and the problems caused by professionals and institutions.

### What We Can Do

We can...

...Spend time reflecting on the important work that we and others do as parents, on how important it is to our children, and on how essential it is that we do it because no one else can do it as well as we can. Many parents find that keeping a journal reminds them of the important work they are doing and how well their children are growing and learning. It helps maintain their confidence and is a good resource when they have doubts.

...Share stories about important work we are doing in our support groups, in homeschooling newsletters, on social media, on call-in radio, in blogs, or in everyday communications. We can encourage support groups and organizations in which we participate to include a space, such as a newsletter column or time during a meeting, that discusses and celebrates the vital role parents play on a daily basis.

...Be prepared to correct or redirect discussions that de-emphasize or disempower parents and families. Speak up for parents when the opportunity arises.

...Develop the habit of asking ourselves tough questions about articles and studies that are critical of parents and families such as, "Who is benefiting from this article?" We can write letters to the editor in response to unfavorable articles.

...Support organizations that promote the principles and points that we agree with. 

# Member Submission: Writers Workshop

Patricia Plichta, QAC Committee Volunteer and homeschooling parent

Please enjoy one homeschooling family's journey to develop their children's writing skills. Every family in Wisconsin has the right and freedom to educate their children according to their own principles and beliefs. WHPA does not endorse or recommend any curriculum, method, or resource. We share this Member Submission in hopes that it will bring you inspiration and encouragement.

Writing is always a subject at which I want my children to excel. Communication – written, spoken, non verbal – is so important and engrained in every area and aspect of life. To feel confident in writing, and have ability in this area, is a skill I hope to grow in my children. I found the answer years ago in the Writing Workshop.

My friend, Anna Geiger of The Measured Mom ([themeasuredmom.com](http://themeasuredmom.com)), first introduced me to the Writing Workshop. She had just written *How to Teach Kids to Write* and gifted me a copy. I was entranced by the concept and dove into the idea and practice. Further books, research hours, and planning time later, the Writers Workshop was born in our homeschool.

I was never big on writing prompts. Sure, pointed assignments came up now and then for various school subjects or assignments, but I naturally tended to think that if my kids would grow to love writing, they had to have an interest in the topic they are writing about. Furthermore, they had to tolerate the entire writing process. The Writers Workshop helped with this cause.

The Writers Workshop, in our homeschool, consists of three main parts.

1. mini-lesson
2. writing
3. sharing

The mini-lesson involves identifying a writing skill, assignment need, theme, genre, etc., in which to immerse ourselves. Sometimes I expand on English lessons, other times it is the basics (think writing a complete sentence with a beginning capital letter and ending punctuation). Poetry or another genre may take precedence, or perhaps we need to work on outlining or a contest entry. I turn a need, a wanted skill, an outstanding interest, or a completely new topic, into mini-lessons for Writers Workshop.

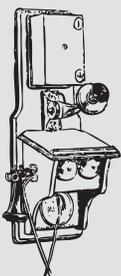
I find coordinating mini-lessons to be fun – the planner in me can really shine! It is wonderful to pull from other school subjects if needed and decide where to immerse ourselves. Once a topic is chosen I begin research in Anna's book, at the library, online, etc., to create an outline of the mini-lessons needed. Sometimes one

lesson will be sufficient, other topics lend themselves to a series, while still others will encapsulate a longer time period. One topic our family dove into for a long period was poetry. We especially enjoyed the poetry tea time idea outlined by The Brave Writer ([bravewriter.com/program/brave-writer-lifestyle/poetry-teatime](http://bravewriter.com/program/brave-writer-lifestyle/poetry-teatime)). We

*Continued on page 23*



## Call for Submissions



Is there something you'd like to see in an upcoming WHPA Newsletter? Whether you have an **idea** for us, or a **completed original piece** you'd like to submit for consideration, we look forward to hearing from you.

**Ideas** may include a homeschooling question you'd like answered, or a homeschooling topic you think would be useful to Wisconsin homeschoolers.

**Completed original pieces** of all types by any WHPA member - written or visual, by students or parents alike - are also welcome.

Submit your idea or piece via the Contact form at [www.homeschooling-whpa.org](http://www.homeschooling-whpa.org) for consideration! 🏠

## Help Stop Misinformation About Our Homeschool Law (con't)

Continued from page 14

development and passage of Wisconsin's homeschooling law. In the 38 years since then, WHPA has interpreted the law when necessary. For example, the statute requires that homeschools provide "875 hours of instruction," but does not define "instruction." WHPA has consistently pointed out to homeschoolers and others that when conventional schools count the number of hours of instruction they are providing, they include such things as audio-visual and online materials, physical education, field trips, or school plays. Therefore, a homeschooling parent does not have to spend 875 hours a year directly instructing their child using textbooks and workbooks. This interpretation has not been challenged by public school officials or anyone else.

Homeschoolers working together through WHPA have worked very hard to ensure that the DPI and local school districts did not overstep the single responsibility they were given by statute. For example, in the fall of 1984, the DPI exceeded its authority using their first version of the PI-1206 Homeschool Report to require that homeschoolers do more than the statute required. WPA responded by arranging a meeting among legislators, a representative of the DPI, and a WPA representative. As a result, the DPI changed the form so it is consistent with the statutes.

Over the years, WHPA has been successful in getting the DPI to change some of the inaccurate statements on their website. The most recent example is in regards to filing the PI-1206 Homeschool Report in the statutorily defined time frame.

WHPA has helped numerous homeschoolers advocate for themselves concerning public school officials who were making demands that exceeded the authority that officials are given in the statutes. In some instances, a WHPA representative has contacted a public school official directly to resolve a problem. In other cases, the media, legislators, DPI representatives, and even school administrators contact WHPA for clarification on homeschooling issues.

For more information about the challenges homeschoolers have faced and the way WHPA has dealt with them, visit the History page on our website: [www.homeschooling-wpa.org/about-us/history/](http://www.homeschooling-wpa.org/about-us/history/)

### What You Can Do:

- Share this information with other homeschoolers. What other homeschoolers do affects your homeschooling freedoms as what you do affects others'. Work with other homeschoolers, including through your local support group, to help ensure that homeschoolers do not act on incorrect information from social media, organizations based outside Wisconsin, or other sources which may not have homeschoolers' best interests in mind.
- Comply with Wisconsin statutes yourself by filing the PI-1206 Homeschool Report at the appropriate time, even if you begin homeschooling after October 15.
- Support WHPA so homeschoolers can continue to work through WHPA to maintain homeschooling freedoms in Wisconsin. Become a member of WHPA or renew your membership, find out how you can volunteer, attend the annual conference or virtual events, and make a donation. 🏠

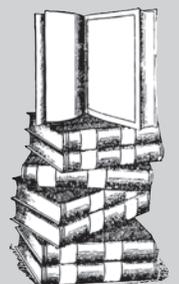


## Relaunching Library Outreach

As we know, many homeschooling families rely on public libraries to enhance their homeschool experience. To support Wisconsin's libraries in their efforts to support Wisconsin's homeschoolers, WHPA was proud to re-launch our 25-year-old Library Outreach program this past fall.

WHPA produced and mailed to every library in the state an information-filled packet of materials and online resources to support them in providing accurate, up-to-date information about homeschooling in Wisconsin to their staff and patrons. There was information about offering WHPA 101 sessions, stickers to add to the front of all copies of "Homeschooling in Wisconsin: At Home With Learning" directing readers to our website for the most current information, and our popular Homeschooling brochure (which you can find on the Printables page of our website). We also included a new Library Membership Form, enabling public libraries to join WHPA at a special rate and receive all the benefits of membership.

We encourage our members to reach out to their local youth librarians to see if they have received their packet. If you or your librarian has any questions, as always, please reach out to us anytime using the contact form on our website. 🏠



# Homeschooling in Wisconsin: Know Your RIGHTS *and* Your RESPONSIBILITIES

When you choose to homeschool your child, you are choosing to:

- Take full responsibility for your child's education.
- Not take advantage of other opportunities for your child's education.
- Exercise your rights under Wisconsin law.
- Follow Wisconsin's homeschooling law.

## Homeschooling RIGHTS

Under Wisconsin law you have the right to:

- Homeschool your child.
- Homeschool your child at any time between the ages of 6 and 18, for any number of years, through high school graduation.
- Educate your child in a way that best suits your child, your family, and your principles and beliefs.
- Move freely, and choose freely as to what constitutes your child's education.
- An assessment by your school district, if you or someone else believes your child may need special education services. Under the Child Find mandate of the Individuals with Disabilities Act (IDEA), your school district must convene an IEP team, assess your child, and provide you with a written IEP plan.

Under Wisconsin law you do *not* have a right to:

- Public money or goods for instructing your child.
- Any special services outlined in an IEP. To receive these services, your child must be enrolled in public school.
- Shared funding for special services under IDEA. To possibly get shared funding, your child must be enrolled in a private school.

## Homeschooling RESPONSIBILITIES

Under Wisconsin law you MUST:

- File a PI-1206 Homeschool Report with the Department of Public Instruction each year that you are homeschooling.
- File your PI-1206 Homeschool Report on or before October 15.
- Comply with the requirements of homeschooling in Wisconsin, as defined in Wis Stat 115.001(3g) and Wis Stat 118.165.

**Your responsibilities to other homeschoolers:**

One responsibility we each have is to operate our homeschool in a way that is in compliance with our very reasonable law. As one WHPA founder often said, "What I do affects each of you, and what each of you does affects me."

Two ways to take responsibility are:

- Do no more than the law requires. Doing more than the minimum required by law works to erode your rights to direct your own child's education under the law.
- Don't ask for special treatment under the law. Because homeschoolers have the same legal standing as other Wisconsin private schools, asking for government assistance in the form of public money, goods, or services blurs the line between homeschools and public schools.

## How Can You Support WHPA's Work?

**Join WHPA:**

- Stay informed and updated; lend your voice.
- Encourage other homeschoolers and supporters to join.
- Set up Automatic Renewal next time you renew.
- Gift a membership to another family.

**Communicate:**

- Let WHPA know what's happening in your local communities and act appropriately, with one consistent message for parents, schools, districts, and government agencies.
- Contact your state legislators and let them know that Wisconsin's homeschooling law is working for you and your family and that you don't want any changes or special favors for homeschoolers.
- Attend quarterly Board meetings to be an informed member.

**Donate:**

- \$25 pays for one month of renewal reminders.
- \$30 prints and mails 20 copies of the newsletter.
- \$35 sponsors a family for a 1 year WHPA membership.
- \$90 will pay for a month of email services.
- \$200 makes the WHPA website available for one month.

**Get Involved:**

- Attend WHPA's quarterly Board meetings to learn about opportunities - both large and small - to share your time and talents with our all-volunteer organization!
- Sponsor a virtual WHPA 101 session in your area.
- Submit a newsletter article, suggestion, or artwork for consideration.

Find additional information, including WHPA's Ten Principles, Protecting Wisconsin Law, and more at [www.homeschooling-whpa.org](http://www.homeschooling-whpa.org).



Homeschooling since 1984

# College for Homeschoolers: An Interview with Two Admissions Experts (cont)

Continued from page 15

programs might be the best fit for you. We are also happy to provide campus tours, program shadows, or help set up a business shadow opportunity.

For those individuals who are not sure what specific career path is right for them, a two-year technical college, like NWTC, is a great option to get a credential that leads to a well-paying sustainable career. From there, many of our programs have transfer options to your next degree. You can build your own pathway here at NWTC.

**NR:** I don't have any specific advice, but I can offer reassurance. We know that young folks may not know what you want to study or do after college. That's ok! A student is still admissible if they are undecided in their major. I would encourage students to expand upon what they may be interested in studying or to talk about other factors that draw them to an institution.

Students who attend the University of Wisconsin-Madison will also be able to work with career and academic advisors so they may discover what that they are passionate about or want to do as they work toward their degree.

**WHPA:** How does the college application process differ for homeschoolers compared to public or private schooled students?

**RS:** The application process is the same for all students. Students can easily fill out an application online or reach out to their career coach or admissions advisor.

**NR:** The college application process at the University of Wisconsin-Madison for homeschoolers will be the same as other applicants, except for an additional requirement: course descriptions. Course descriptions with hours of instruction are needed from any secondary program that is not accredited by a regional body such as in the case of homeschool curriculum. These additional materials will help our admissions counselors put each student's educational journey into context and help assess the level of rigor the student reached. We have adapted these requirements, as they reflect best practice as suggested by AACRAO (American Association of Collegiate Registrars and Admissions Officers). The requirements

for homeschooled applicants are as follows:

- A complete homeschool transcript, showing all coursework taken and grades earned. A complete transcript should also indicate the level of rigor of each course, denoting whether a course may have been at the honors or Advanced Placement level, and include a grading scale for reference. If the student completed a program or took courses at an institution which provides a transcript, those materials must be submitted in addition to the homeschool transcript.
- Course descriptions for all courses taught by a homeschool administrator or with an online program such as Time4Learning, Khan Academy, or another self-directed online curriculum that does not provide a transcript. Course descriptions should include the following information: the title and level of the course, the name and accreditations of the teacher (if applicable), the approximate number of hours spent on the course, a brief description of topics covered in the course, and the texts or resources used to cover the course material (if applicable).
- All applicants, regardless of their educational background, are required to show proficiency in two units of a world (foreign) language. We encourage students to consider taking these courses at a local or community college if the opportunity is available. Our faculty do not currently recognize programs like Rosetta Stone as meeting these requirements. In rare and unique circumstances, a student may be admitted without having demonstrated this proficiency in world language, in which case, they will be given the opportunity to demonstrate this proficiency once they are on campus.

**WHPA:** What is the most important thing for homeschool students and parents to know when applying to colleges?

**RS:** You will need a detailed transcript when applying, and many technical colleges will want to see some sort of standardized test score. For the following fall semester, applications are typically submitted at the end of your junior year or beginning of your senior year of high school.

**NR:** I would advise students and parents to check admissions websites and check in with admissions counselors throughout the application process. Since every college and university will have different requirements, it's important to know what schools will be expecting from you.

**WHPA:** What kinds of things do colleges look for when evaluating homeschool applicants?

**RS:** At NWTC, we look at homeschool students the same way as students who attend any other school. For the admissions process, we evaluate coursework completed, GPA, and test scores.

**NR:** We utilize a holistic admissions review process at the University of Wisconsin-Madison. This means that we are going to review every element of a student's application and consider the context in which a student was educated. We're going to look at transcripts, course descriptions, test scores if provided, list of involvement, essays, letters of recommendation, and any other additional materials students provide.

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## WHPA 101

Our popular **WHPA 101** is available to homeschooling groups, libraries, and interested parents throughout Wisconsin. This free 45- to 60-minute program is presented by a WHPA-trained facilitator either in person or via Zoom, and focuses on providing vital accurate information about homeschooling in Wisconsin.

You organize the group, we take care of the program!

Keep in mind that we prefer to open up the program to as many homeschoolers and potential homeschoolers in the area as possible and we will count on you to help spread the word!

To request a **WHPA 101** session for your area, please visit [www.homeschooling-wpa.org/whpa-101/](http://www.homeschooling-wpa.org/whpa-101/). 

# College for Homeschoolers: An Interview with Two Admissions Experts (con't)

Continued from page 20

**WHPA:** What are some ways students can prepare for applying to colleges?

**RS:** Starting either freshman or sophomore year, look at the different requirements for some of the programs. For instance, some of NWTC's Health Science programs require the HESI (a health assessment) that we highly recommend students take General Anatomy and Physiology prior to – if you know this going into your junior and senior year, you can get ahead and take that class while in high school.

**NR:** Explore! Take the chance to visit schools when you can. Try to also figure out what kind of school you want to attend. Big or small? Urban, rural, suburban? Are there any clubs/organizations that are important to you?

Also explore your academic interests. Try to discover what you may want to study in college (or at least rule out some options) so you can search for colleges that have those programs.



**WHPA:** What kinds of financial aid and scholarships are available for homeschoolers?

**RS:** Financial Aid is available through the FAFSA (Free Application for Federal Student Aid). This is a government form to assist US students with paying for college. We encourage all students to fill it out as you may qualify for grants, loans, or work study opportunities. In addition to Financial Aid, NWTC has a standard scholarship application form for all students and also has payment plans available. We have a team of Financial Aid Advisors who will help students walk through their options.

We have one scholarship application for all students, because it qualifies you for various scholarship opportunities. Additionally, it is important to consider high school academics along with involvements in the community such as church, jobs, or other extracurricular opportunities when considering scholarship applications.

**NR:** I am unaware of any specific merit-based scholarships for homeschooled students, however, there are a variety of scholarship opportunities available

for all applicants through our Wisconsin Scholarship Hub (WiSH) (<https://wisc.academicworks.com/>). Any student who is eligible for federal financial aid should fill out and submit the FAFSA (Free Application for Federal Student Aid).

**WHPA:** What are the pros and cons of hiring a college coach or counselor?

**RS:** NWTC provides free career and college counseling to students. We are here to help you explore career options and determine what programs/degrees might be the best fit for you. Our goal is to help students find career paths they will enjoy and where they can be successful.

**NR:** I would encourage students and families to look into free college counseling services. Organizations such as CollegePossible, Matriculate, or uAspire can offer free admissions and/or financial aid advising. Resources like College Essay Guy, College Greenlight, or Big-Future are also available online to help students.

**WHPA:** What deadlines and timelines should homeschoolers keep in mind when applying for college?

**RS:** A student can apply at any time, but the start date of programs can vary. Getting in touch with a career coach or admissions advisor to start planning your college timeline earlier will be the best solution to stay ahead of the deadlines that best fit your student's pathway.

**NR:** The deadlines and timelines for homeschooled students is the same as it is for all of our applicants. Here are the deadlines for applications to the University of Wisconsin-Madison: <https://admissions.wisc.edu/apply-as-a-freshman/>. For financial aid, the FAFSA opens on October 1st of every year and we do have a priority filing date of December 1st.

**WHPA:** What costs are involved for Wisconsin homeschoolers who attend college?

**RS:** At NWTC, there are no additional costs for being a homeschooler versus public high school student, so here are the standard costs to be thinking about, which are



available on most college websites:

- Application Fee (waived at NWTC until September 1, 2022)
- Tuition
- Books
- Supplies
- Housing (if applicable)

**NR:** I can only speak to the University of Wisconsin-Madison, but the cost of attendance can be found at <https://financialaid.wisc.edu/cost-of-attendance/>. Cost of attendance is broken down into tuition and fees, housing, course materials, etc.

Try to conduct research on each institution to assess cost of attendance, scholarships and financial aid available. Be mindful of sticker price (the price listed) vs. net price (the price after scholarships, grants, and other aid are applied). Here is a good resource for comparing net price from one school to another: <https://studentaid.gov/complete-aid-process/comparing-aid-offers>

I would also encourage parents and students to explore the resources available on the Federal Student Aid website: <https://studentaid.gov/resources>

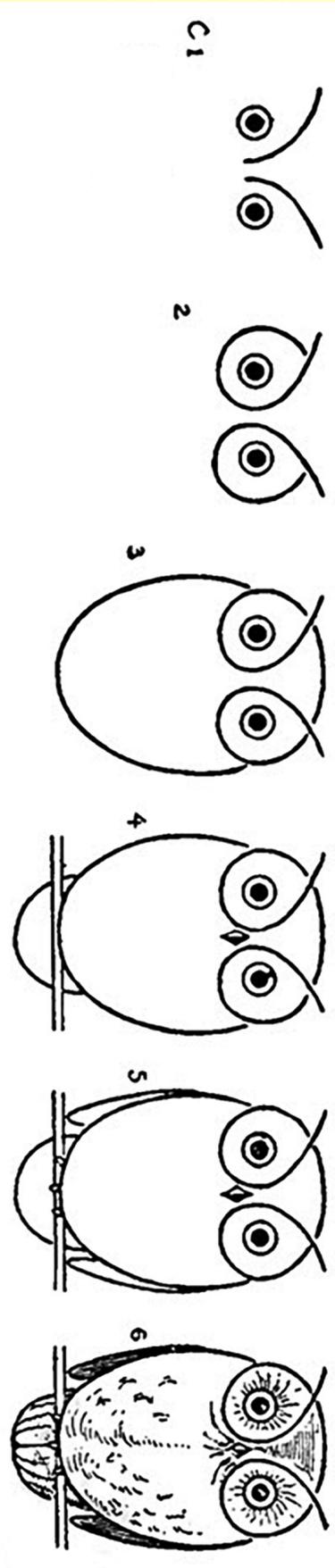
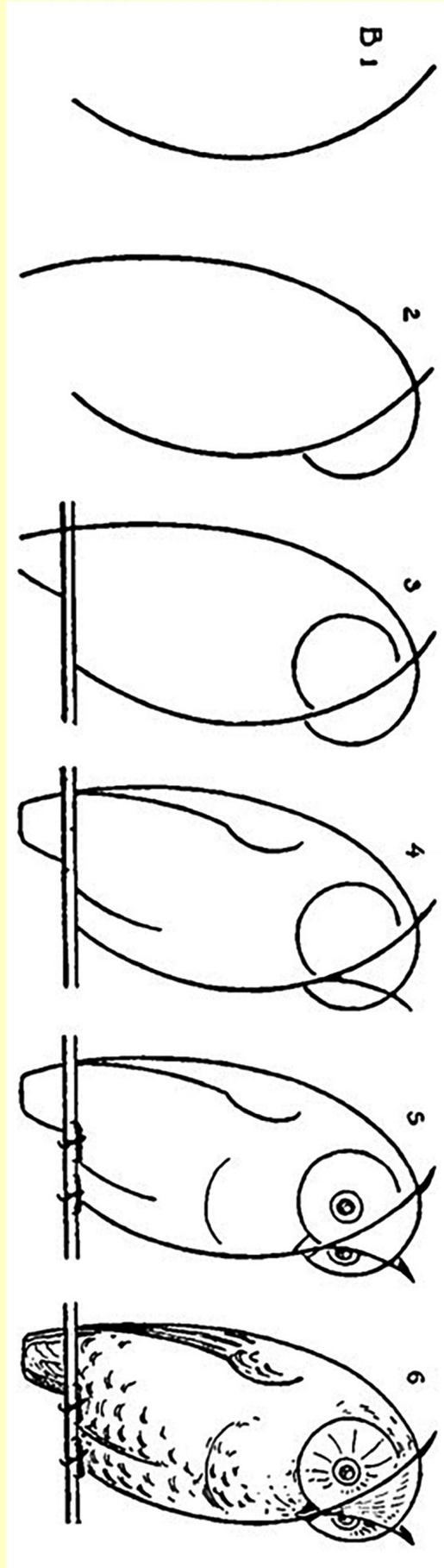
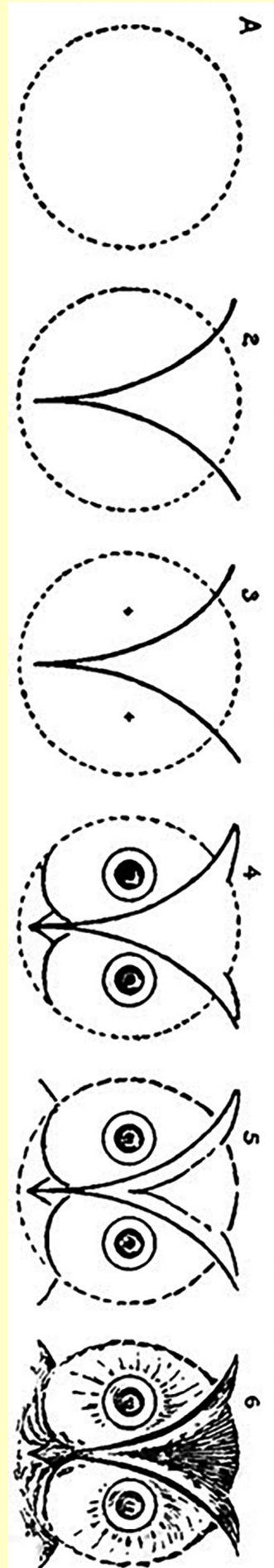
**WHPA:** Why might someone choose to attend a technical college?

**RS:** Affordability and wanting to stay close to home are often reasons why people first consider attending a technical college, and then they discover there's so much more, including:

- Hands-on, career-focused learning in real world labs.
- Online, flexible classes.
- Four-year college/university transfer opportunities.
- Degrees in science, technology, engineering, and mathematics.

At NWTC, we offer over 200 academic programs, with in-person and online classes offered in eight-week sessions. We assist our students in every possible way to help them earn a credential. In fact, NWTC is nationally recognized for student success. 🏠

# How to Draw Three Different Owls



## Member Submission: Writers Workshop (con't)

*Continued from page 17*

enjoy perusing mentor texts to have a certain topic modeled for us. Anna provides great lists of mentor texts for differing literary styles, for example *The Little Engine that Could* by Watty Piper to illustrate personification. The sky is the limit here on how you want to present the topic, exchange knowledge, and allow your children to practice immediately or during writing time. Planning becomes especially important when you remember you are packaging all this into approximately a 10-minute mini-lesson.

Next comes writing time! The kids are expected to write for a certain amount of time. This time may vary per child; perhaps an hour for older children, forty minutes for 9-11 year olds, and at least twenty minutes under nine. You want to be flexible with the amount of time – allowing the child to really dig in should the inspiration or “flow” happen, or simply cut off writing time if you can tell “enough is enough”. Furthermore, I allow my children to do other activities than simply write during this

time; however, the activity does need to be “related” to writing. The following list includes writing related activities I allow:

- Drawing
- Crafting (if the craft goes along with a prop for a report, e.g. a hand-sewn frog for the bullfrog report or story)
- Card making
- Letter writing
- Writing contest entries
- Research (online, library, in-person, etc.)
- Brainstorming

Your list will vary – do what works for your homeschool and what keeps your children motivated to write!

During this time I write as well (OK, it doesn't always happen, but I try to let go of my other to-dos and pick a writing assignment – e.g. letter, example story, article for WHPA's newsletter ). I know it is best if I sit down and write to show an example of style, challenges, and progress.

Also during writing time it is good to check in with each of your

writers. Ask them what challenging projects or editing they are working on. Don't force your opinions at this point – listen and offer guidance. Offer just enough to let them remain open to your feedback.

Finally, Writers Workshop moves to sharing time. As writing time wraps up, we all gather together to share our writing. We faithfully walk through the steps of letting each person share their work (as much or as little as they want), then the others provide a compliment, question, and suggestion in a constructive manner. This process blesses all – the “sharer” receives valuable feedback and the “listeners” learn from the feedback and the writing of others. Moreover, everyone practices how to give constructive criticism and actively listen.

The Writing Workshop has blessed our family by progressing writing skills, giving writing assignments and contests a “home” in our schedule, and allowing us more thoughtful, structured time together. Give it a try and see if it works for your homeschool! 🏠

## Mail Call: Homeschooling High School (con't)

*Continued from page 15*

items on your child's transcript that best reflect their accomplishments during high school. Many parents find out what the colleges or universities their child is interested in expect in a transcript and develop it accordingly.

**Internship and apprenticeship opportunities:** Homeschoolers can participate in internships and apprenticeship programs. You can advocate for your child by doing research and speaking to area technical schools and employers to find or develop an opportunity for your child. (Some opportunities may be limited by the type of work involved and/or the age of your child, based on federal and state laws.) Again, keep in mind that you are responsible for fulfilling Wisconsin's homeschooling requirements.

**Scholarships and grants:** Homeschooled students can and do receive scholarships and grants! You can search online, as well as inquire about scholarships at the colleges or universities your child is interested in attending.

One scholarship, which WHPA has partnered with for many years, is from the Herb Kohl Educational Foundation ([www.kohleducation.org/studentexcellence/](http://www.kohleducation.org/studentexcellence/)). Each year, the Herb Kohl Excellence Scholarship awards \$10,000 scholarships to 100 students in their Senior year of high school, with homeschooled students receiving a proportionate number of scholarships. The Herb Kohl Excellence Scholarship application process usually opens around September 1 for the following year, and the deadline is generally in mid-November. While the 2022 application is already closed, watch for more information about the 2023 Herb Kohl Excellence Scholarship later this summer.

WHPA has answers to even more questions about high school and teens! [www.homeschooling-wpa.org/faqs/high-school-and-teens/](http://www.homeschooling-wpa.org/faqs/high-school-and-teens/)

As homeschooling has become more accepted, homeschooled teens are uniquely situated for success. This may take some additional advocacy on your part, and you and your child may find that they will need to promote themselves and their experiences as a homeschooler. Your child's unique educational choices and experiences can be a real asset to a college, university, employer, or military filled with individuals who may have followed a more traditional path. 🏠



*Homeschooling since 1984*

PO Box 2502  
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[www.homeschooling-whpa.org](http://www.homeschooling-whpa.org)

## A Sincere Thank You, And A Hearty Welcome!



The close of 2021 brought the end of the first year of WHPA's Hardship Assistance program and the verdict is in: It's a resounding success, thanks to our members!

The Hardship Assistance program helps homeschooling families join or renew their WHPA membership at a time when the cost of doing so is prohibitive for them. The program is funded through "Sponsor A Family" donations to WHPA in addition to the 10 sponsored memberships WHPA offers each year. We are deeply humbled by the generosity of our members!

In 2021, the first year of the program, WHPA received 26 such donations, and approved 27 assistance requests. Of those memberships, 25 families are first time WHPA members. This means 27 more homeschooling families have access to timely, accurate homeschooling information and support from Wisconsin's only state-wide, inclusive, non-partisan, grassroots nonprofit organization dedicated to protecting the right and freedom of parents to provide an education to their children according to their own principles and beliefs.

WHPA welcomes each of these families, and all of our many new and renewing member families, and we wish you all a wonderful year!

If you would like to learn more, join, renew, donate, or request assistance, please visit the Membership page on our website. [🏠](#)