

## **Companion Guide to Homeschooling in Québec**

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A guide designed to assist parents in complying with provincial laws and the Regulation regarding homeschooling.

*1st edition—August 2018*

**Home School Legal Defence Association of Canada  
The Association of Christian Parent-Educators of Québec**

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## Presentation

The right to teach your own children at home instead of sending them to school is legally recognized across Canada, and a growing number of parents are choosing this exciting educational option.

The homeschooling movement has grown exponentially in the last three decades. Today, more than 2 million students are being home educated in the United States<sup>(1)</sup>. Although the numbers in Canada are lower, they nevertheless continue to rise. Québec is not an exception to that trend, with hundreds of families in Québec choosing that option.<sup>(2)</sup>

In this context, the Québec legislature recently passed Bill 144, which modifies the *Education Act* and specifies the terms in which a child is exempt from attending school in order to be homeschooled. That law is accompanied by the Homeschooling Regulation, which details the standards that apply to homeschooling. In addition, a Québec-wide advisory panel has been created to serve as an advisor to the Minister on homeschooling issues.

In order to assist you in complying with this new legislation, it is with great pleasure that we offer this Companion Guide to Homeschooling in Québec. This guide is the result of a collaborative effort between the [The Home School Legal Defence Association of Canada](#) (HSLDA Canada) and the [Association of Christian Parent-Educators of Québec](#) (ACPEQ). This guide reviews and addresses compliance with the new law and Regulation. It has been carefully reviewed by HSLDA Canada's legal team and was influenced by the discussions that took place at the Advisory Panel where both HSLDA and ACPEQ have a seat. The writing was also influenced by our work with representatives of the Ministry of Education, by the observation of common practices in other Canadian provinces, and the experience of many homeschooling parents who took part in this project.

**IMPORTANT: This homeschool guide reviews the new framework for homeschooling in Québec pursuant to the new Bill 144 and the Homeschooling Regulation. While the guide offers suggestions and recommendations for fulfilling your obligations under the new Regulation, this guide is not a substitute for the advice of a lawyer. Where a legal issue arises, a lawyer should evaluate your specific circumstances. If you are a member seeking legal advice from HSLDA Canada, you should contact us and ask to speak to a lawyer.**

**As per s. 459.5.1 of the *Education Act*, the Ministry of Education is preparing a guide on good homeschooling practices, which will be released by July 1, 2019. HSLDA Canada, ACPEQ, and other homeschooling organizations are providing submissions on the content of that guide. This guide does not replace the guide soon to come from the Ministry, but rather equips parents with information and resources to start the 2018–2019 school year with confidence and in compliance with the new law.**

**Finally, please remember that the 2018–2019 school year will be a period of transition and adaptation for all parties impacted by the changes to the law concerning homeschooling, including: homeschooling families, school boards, and the Ministry of Education. We**

**expect further clarifications from the Ministry on several issues. Should this guide require updating over the coming school year, you will be promptly informed.**

## **Concept and use of this guide**

The guide was created with the objective of providing parents with a tool that is both rigorous and user-friendly. It is structured so as to allow you to use it chronologically as you progress through the different steps of the school year. It begins with general considerations, followed by the steps for each requirement of the Homeschooling Regulation, and then the initial notification to the completion report you will send to the Minister at the end of the year. Finally, we have included additional information, annexes, and resources.

If you face challenges or have questions along the way, do not hesitate to contact your association for additional support. We hope this guide will be useful to you and we invite you to contact us with any suggestions or comments you may have. Happy homeschooling!

### **Note:**

- In this guide, the word “Minister” has the same meaning that is intended when it is used in the Homeschooling Regulation; it does not generally refer to the Minister himself but to any person acting in his name.

## **Compulsory School Age and Mandatory Homeschooling Reporting**

In Québec, compulsory school age—and therefore the period in which homeschooling parents must notify and report on their homeschooling—begins at age 6 and ends at 16:

*Every child resident in Québec shall attend school from the first day of the school calendar in the school year following that in which he attains 6 years of age until the last day of the school calendar in the school year in which he attains 16 years of age or at the end of which he obtains a diploma awarded by the Minister, whichever occurs first. (Education Act, s.14)*

### **Age Six**

Kindergarten is not compulsory. As a school year is defined as the period from July 1 to the following June 30,<sup>(3)</sup> your child’s age on July 1 determines if he or she is of compulsory school age, and therefore subject to homeschool notification and reporting requirements:

- If your child turns 6 **before July 1**, he/she should begin school in September;
- If your child turns 6 **on or after July 1**, he or she can start school the following year.\*

If your child turns 6 years old between July 1st and September 30th, you can choose to:

- Delay beginning Grade 1 at home or at school until the following year; or,
- Begin Grade 1 at home or at school immediately.

\*When a child turns 6 early in the school year (at the end of summer or at the beginning of the school calendar), parents will often decide to have the child start school in that same year even if they do not have the legal obligation to do so. In such cases, it is your decision, based on the needs of the child.

## **Age Sixteen**

Compulsory school age and your mandatory notification and reporting requirements continue until one of the following occurs:

1. The end of the school year in which your child turns 16;
2. The end of the school year in which your child obtains a diploma awarded by the Minister (if you are using the MEES education program).

At this point, given that your child is no longer of compulsory school age, you are not obligated to submit the documentation and complete the assessments required by the Homeschooling Regulation. However, we recommend that you continue keeping records of your child's work in high school and consider having the work formally evaluated, especially if your child plans to attend university.

## **French and Language of Instruction**

Although the Charter of the French language provides that the instruction be provided in French in the educational institutions in Québec (with some exceptions),<sup>(4)</sup> this provision does not apply to the language you use when homeschooling your children. Bill 144 and the Homeschooling Regulation contain no requirement to that effect. You may therefore teach in the language of your choice, whether it is French, English, Spanish, Arabic or any other language.

However, **the Regulation specifies that French must be part of the subjects taught at home.**<sup>(5)</sup> If you are teaching in a language other than French, you must ensure that French is taught, whether it be taught as a first, second, or even third language.

## **Content of French Classes**

If you are homeschooling following MEES program, the content of your French class will be determined by the objectives of the program.<sup>(6)</sup> On the other hand, if you have chosen an alternative approach and are using your own curricula, the content of your French class, whether it be used as a language of instruction or second language, is at your discretion.

If you teach French as a second language, consider the importance of this language in your child's academic journey and his career. French is the official language of Québec and more than 80% of Québécois speak this language<sup>(7)</sup>. By the end of his studies, your child should be therefore sufficiently fluent in French to easily integrate into their community and access a predominantly French-speaking job market.

If you do not speak French well and do not feel adequately equipped to teach this subject, approach it with the same creativity and insight you use when planning the other subjects. Register your children for a summer camp or extracurricular activities where they'll be immersed in French. Access French books and videos from your local library. Check out the many online or computer-based French curricula, and learn along with your children. Consider hiring a tutor to assist, especially in gaining practice in speaking French and for writing. Be sure to include the four components of language in your French program: speaking, listening, reading, and writing. You can also contact your association for tips and resources that will help you to pass on this knowledge successfully.

## **Homeschool Record-Keeping**

As the law and Regulation involve significant paperwork, it is very important that you adopt a record-keeping system for your homeschooling documentation and activities.

- Ensure that you keep an up-to-date folder with documentation of your homeschooling, including: all your written communications with the Ministry, school boards, and other professionals working with your family in a capacity relating to homeschooling (i.e., third-party evaluators or medical professionals assessing your child's educational abilities). Wherever possible, communicate in writing. Whatever method you use—email, fax, or mail—you should ensure that you save a copy of that message and proof of receipt. When using “snail mail,” you should send it using [registered mail with a signature request](#).
- The Ministry has prepared an online system for easier access in communicating about your homeschooling. If you are not using this system but are relying on communications sent to your home address, you should ensure that your mail is forwarded promptly or sent to a reliable third party who can reach you, to avoid missing important communications from the Ministry.
- When you are invited to a meeting, it may be beneficial to be accompanied by a third party.
- Be diligent about your children's education and document the work and learning activities your children are doing so that you can demonstrate with tangible evidence that you are implementing your learning project;
- Regular visits to a health care professional or various professionals (such as a family doctor or pediatrician, dentist, optometrist or ophthalmologist, chiropractor, naturopath, etc.) can be useful in ensuring that you have contacts who know your children and can provide feedback about your family should concerns ever be raised about your child's safety and well-being. Regular medical appointments create a record of the steps you have taken to ensure your child's physical well-being, as well as offering an opportunity for a medical professional to get to know you and your children.
- As a homeschool family, be visible in your community.
- Should a problem arise, get in touch with us promptly for advice specific to your situation. Where we are able to assist you early on with a developing problem, we can often resolve it more effectively and quickly.

## **A Summary of Your Rights and Obligations**

Note: the following is meant as a quick reference tool only, as an overview of your main rights and obligations as a homeschooling parent; more details are given in the rest of the guide.

Your rights	Your obligations
<b>Homeschooling</b>	
<p>You have the right (and obligation) to see to the education of your children<sup>(8)</sup> and are authorized by the law to provide that education yourself, at home<sup>(9)</sup>. If your child is already in school, you also have the right to take them out of the school and teach them at home.</p>	<p>You must send a notice to the Minister and the school board to inform them of your intention to homeschool. You must do it in the time prescribed<sup>(10)</sup>. You must provide an “appropriate” education at home<sup>(11)</sup>.</p>
<b>French and the language of instruction</b>	
<p>You can teach in the language of your choice.</p>	<p>Regardless of the language of instruction, you must ensure that French is one of the subjects taught<sup>(12)</sup>.</p>
<b>Choice of educational approach, subjects, activities and resources</b>	
<p>Although you can choose to follow the program of the Ministry of Education, you can also put together an alternative program and choose the educational approach, the subjects, the activities and the resources to use<sup>(13)</sup>.</p>	<p>If you choose the alternative program, you must prepare and provide the Minister with a learning project that will allow him to see that your program constitutes an appropriate education<sup>(14)</sup>.</p>
<b>Implementation of the learning project and progress report</b>	
<p>You are not under the obligation to follow the same progression pattern used in the MEES program..</p>	<p>You must show the Minister that you are implementing your learning project and that your child is progressing in accordance with their capacities and their learning project. To that end, you must provide the Minister with a status report on the implementation of the learning project, a mid-term and a completion report on the student’s progress, as well as an evaluation done with the means of the evaluation methods that are authorized in the regulation. You must also attend a monitoring meeting with the Ministry<sup>(15)</sup>.</p>
<b>Making changes to the learning project</b>	
<p>Changes can be made during the implementation of the learning project, to adapt to your needs and the needs of your child<sup>(16)</sup>.</p>	<p>You have to notify the Minister of any significant changes made within the prescribed time frame<sup>(17)</sup>.</p>
<b>Relationship with the Minister</b>	
<p>You have the right to receive assistance from the Minister in the elaboration or implementation of your learning project, as well</p>	<p>At the request of the Minister, you have the obligation to submit any relevant information or document that will help them assess your</p>

as with any difficulty you may encounter regarding the progress of your child <sup>(18)</sup> .	child's education and progress. You also have to attend a monitoring meeting during the school year and any other meeting intended to correct existing difficulties <sup>(19)</sup> .
<b>Relationship with the appropriate school board</b>	
From the school board, you have the right to receive various services as well as access to textbooks, educational material and various facilities, as stated in the Regulation <sup>(20)</sup> .	Access to goods and services is regulated by the terms established by the school board and, for some resources, depending on their availability. You also must submit to the school board a copy of your learning project if you want access to their goods and services (except for the access to their facilities) <sup>(21)</sup> .

## Chronology of the Steps to Follow

Your various obligations regarding homeschooling can be grouped under six main requirements that are explained in detail in the following pages. A summary of these requirements and the deadlines that apply to them follows.

1

**Written Notice** to the Minister and the School Board<sup>(22)</sup>  
*For details, see the description of this step on page 8.*

**Deadline: September 1** for the year 2018 only. In all subsequent years, the notice must be sent on **July 1**, at the latest. **If the child stops attending school**, the notice has to be sent **within 10 days** following withdrawal of the child from school.

2

Submission and Implementation of the **Learning Project**<sup>(23)</sup>  
*For details, see the description of this step on page 10.*

**Deadline: September 30** of the current school year. **If the child stops attending school to be homeschooled:** within **30 days** following withdrawal of the child from school.

3

Submission of the **Written Status Report on the Implementation of the Learning Project** and of the **Mid-term Report**<sup>(24)</sup>  
*For details, see the description of this step on page 15.*

**Deadline: Between the 3rd and the 5th month** following the beginning of the implementation of the learning project. The Regulation requires two reports: a mid-term

report and a written status report. However, these two reports can simply be combined in one document. Nonetheless, when a student ceases attending an educational institution after December 31 in a given school year and begins homeschooling, the timeline for these reports changes. See this section for more details.

- 4** Participation in a **Monitoring Meeting**<sup>(25)</sup>  
*For details, see the description of this step on page 17.*

**Deadline:** During the implementation of the learning project, **at a time to be determined by the Ministry of Education.**

- 5** Submission of the **Completion Report**<sup>(26)</sup>  
*For details, see the description of this step on page 18.*

**Deadline:** the 15th of June in the current school year.

- 6** The **Section 15 evaluation**<sup>(27)</sup>  
*For details, see the description of this step on page 19.*

#### Requirement 1

#### Written Notice of Homeschooling to the Minister and the School Board

If you plan to homeschool your child, or if your child is already in school and will be withdrawn to be homeschooled, you have an obligation to inform the Minister and the school board of your intention in order to comply with the *Education Act*.

#### Deadline

**If your child is homeschooled from the beginning of the school year:** Exceptionally, for the 2018–2019 school year, the notice must be sent no later than September 1, 2018. From the year 2019, the notice must be sent no later than July 1st of each year.

**If your child is withdrawn from school:** The notice must be sent within 10 days after the child is withdrawn from school.

#### Online Notification

The Minister has provided an online system for notification and communication with homeschooling parents, which can be accessed at:

[https://formulaires.education.gouv.qc.ca/dev\\_ti/avis\\_relatif\\_enseignement\\_maison/en](https://formulaires.education.gouv.qc.ca/dev_ti/avis_relatif_enseignement_maison/en)

Should you choose to use this online notification form, the process of notification is simplified. You submit the form to the Ministry of Education and the Ministry notifies the appropriate school board. If you use this online form, you do *not* need to submit your notification to the school board.

Before submitting your notification online, ensure that you print a copy of the final onscreen summary and retain it for your homeschooling records.

### **Other Means of Notification**

If you do not wish to use the online notification form, you may contact your association for a print version of the form, or contact the Ministry of Education at [dem@education.gouv.qc.ca](mailto:dem@education.gouv.qc.ca) to request it. Once the form is completed, you must send it to the Minister **and** the school board:

#### **1. Contact information of the Minister:**

You can send your notice by mailing it to the address below. If you send the form via mail, we recommend that you keep a copy of the form for yourself and send a copy by registered mail, requesting a signature. This will be your proof that the document was sent and received:

Direction de l'enseignement à la maison  
Ministère de l'Éducation et de l'Enseignement supérieur  
600, rue Fullum, 11<sup>e</sup> étage  
Montréal (Québec) H2K 4L1

The form can also be emailed: [dem@education.gouv.qc.ca](mailto:dem@education.gouv.qc.ca) or faxed: **514-864-8921**.

The Minister will have 15 days to confirm they have received the notice.

#### **2. Contact information of the school board that has jurisdiction:**

The appropriate school board is the school board that would be responsible for your child's education if they were attending an educational institution. The rules regarding the choice of the school board are the same as if your child were attending school: you must notify and access services through the French school board in your jurisdiction, unless you currently have a certificate of English eligibility for your child.

To find the address of the school board that has jurisdiction in your area, you can use the search tool available through Élections Québec. This tool will help you find the name and address of your school board (French and English) by using your postal code:

<https://www.electionsquebec.qc.ca/francais/scolaire/carte-electorale/trouvez-votre-commission-scolaire.php>

## Requirement 2

## Submission and Implementation of the Learning Project

Bill 144 introduced the learning project as part of the conditions required to exempt your child from attending school, thereby adopting a practice that is common in many Canadian provinces as well as elsewhere in the world. The learning project requires parents to develop a succinct plan for the school year. This tool ensures that the parent has an approach in mind, as well activities and resources that will ensure the child receives appropriate instruction at home. The learning project will also serve as a reference when the child is formally evaluated.

### Deadline

**If your child is homeschooled from the beginning of the school year:** The learning project must be sent to the Minister and implemented on or before September 30 of each year.

**If you withdraw your child from school:** The learning project must be sent to the Minister and implemented within 30 days of the child's withdrawal from school.

## Two Options

### Parents can choose from two homeschooling options:

**Ministry's program option:** You can homeschool your child by following the Ministry's educational program, in which case the child at home follows the same learning path as children who attend school. He must complete the same exams. The parent prepares the learning project "on the basis of what would be included in the educational services received by the student if the student were attending a school."

**Alternative option:** Your child may be educated at home using an alternative program that you develop yourself. If you choose this option, you must still ensure that the student's learning project includes the compulsory subjects prescribed by the Regulation (see page 13 of this guide for more details).

In this guide, we have focused primarily on the second option, since the majority of homeschooling parents choose to adapt the learning experience to their child's needs and learning style. If you prefer to follow the Ministry's program, you can communicate with your association or with the Ministry to obtain advice about preparing your learning project.

## The Layout of Your Learning Project

Québec's Homeschooling Regulation does not provide specific guidelines as to the layout and appearance of the learning project, so parents have a great deal of latitude in this regard. We have included at the end of this guide a learning project template that can be used as a reference. This same template is also available on our website in a format that can be completed online and

subsequently printed. Whatever format you choose, we strongly recommend that the document be typed, not handwritten, to ensure its legibility.

The learning project template we have provided is relatively simple and concise. If you choose to design your own template, we encourage you to abide by the same principle by presenting your information in a simple and concise manner, summarizing what you plan to teach your children and the means you will use to do it.

## **General Guidelines**

Write in the first person (“I will teach using ...”). Even when choosing a date for the implementation of your learning project, keep in mind that even if you do not begin formal bookwork until the end of August or beginning of September, you might choose a starting date that includes some educational activities done during the summer, such as French immersion camp, swim and sports camps, and travel with an educational component. Finally, be sure to think about socialization and incorporate it into your learning project. You might include it in the chosen educational approach (“We engage in an eclectic educational approach ... including group work with other homeschooling families on various topics”), in the “other knowledge and skills” section of your learning project (“We volunteer in elderly care homes; we participate in or lead a church youth group”), or in the “organizations that will be contributing to the learning project” section (“We participate in a weekly homeschool co-op, which involves gym time, play time, and other fun activities”).

## **Educational Approach**

Your educational approach can be defined as the main vehicle through which knowledge and skills will be passed on to your child. Some approaches are based on a specific philosophy of education, such as the Charlotte Mason or Montessori approaches, while others are defined by the means used, such as education through literature. Others, such as the eclectic approach, use a variety of methods.

If you have not yet decided which educational approach you will be using, take a look at the list in Annex 1 of this guide, which offers a short description of various approaches. This list is by no means exhaustive; you are free to choose any other educational approach for your learning project.

The following guidelines will assist you in properly identifying your learning approach:

- If you favour a single approach that you plan to use with all subjects, indicate this in your learning project and move on to the next section.
- If you use a particular approach for most subjects, but you would like to incorporate other approaches for certain subjects or skills, briefly explain this plan.
- If your homeschool will be comprised of a combination of various approaches, you could indicate that you will use an eclectic approach and list the variety of approaches you are using.

## Subjects Taught

The template with examples at Annex 3 has detailed examples of subjects you can choose for each mandatory subject or area of learning. A list of the compulsory subjects is as follows:

- **French language studies:** The learning of the French language is mandatory, regardless of your primary language or your language of instruction. You are therefore required to include it in your learning project. For more details on the language issue, please refer to page 5;
- **Another language:** Once you have included the French language in your learning project, you are also required to include the learning of another language of your choice;
- **Mathematics:** Choose the appropriate level of math for your child's age and abilities.

Once these three subjects have been included in your learning project, you must choose **one subject** belonging to each of the learning areas listed below. Please note that these subjects do not need to correspond to the programs of study as established by the Ministry unless you have chosen this path for your homeschool. For example, the ministerial program provides the course "Ethics and Religious Culture." You might use this program, or replace this course by another course of your choice that belongs to the same area of learning, such as "Moral instruction" or "Religious instruction."

- **Mathematics, science, and technology**  
Note: You may notice that technically, it is possible to include two maths in the learning project: the mandatory mathematics plus another mathematics as your subject of choice from this broad area of learning (mathematics, science, and technology). While we would generally recommend balance in the subjects chosen for the learning project, you might choose to do two areas of mathematics in one school year for a high school student who is very interested in higher level maths. Higher level maths include: Finite Math, Algebra I and II, Geometry, Statistics and Probability, Trigonometry, Precalculus, and Calculus.
- **Arts**
- **Personal development**
- **Social studies**
- **Other subjects**
- **Other knowledge and skills**

**Please see detailed options for these categories in the learning template in Annex 3 below.**

Whatever your choice of subjects, we suggest that you keep in mind the overall educational path of the child and make sure that you tackle a variety of subjects throughout your child's learning journey. You will ensure that they get a wide array of skills and knowledge that will be an asset when accessing higher education or the workplace.

## **Educational Activities**

The Regulation establishes a distinction between activities and resources. In preparing your learning project, consider the difference:

**ACTIVITIES** are specific actions undertaken by the student in order to acquire knowledge or skills. (For example: read books, watch documentaries, use computer software or applications, etc.).

**RESOURCES** are the books and materials used to perform the proposed activities. (For example, Math-U See Delta textbooks and manipulatives, Switched-On Schoolhouse software, gym equipment, etc.) A third party could also be considered as an educational resource, such as a voice teacher or a sports coach.

Annex 2 provides a list of possible educational activities to consider in preparing your learning project.

## **Educational Resources**

How you describe your “educational resources” will depend on your educational method for the subjects taught. You might list a specific French curriculum, indicate that your child is reading “various unabridged classics,” or indicate that you use documentaries, video courses and lectures, and workbooks as your educational resources. Your list of resources does not need to be exhaustive. Its purpose is simply to allow the Minister to appreciate the “varied and stimulating” nature of the means used in your learning project.

## **Time Allocated to Activities**

There are many options for describing the time you spend homeschooling, including estimating the time you will spend by day, week, or month. In the alternative, you could explain that your homeschool schedule includes subjects that are studied daily (i.e., math, French, a second language, and music lessons), subjects studied two or three times weekly (i.e., science, phys ed); and subjects once per week (meal preparation, martial arts, etc.). Think about your time allocation that best suits your educational approach. Remember that learning activities include much more than bookwork—an intensive French course, music lessons, physical education, summer camps relevant to your child’s education, and homeschool co-op activities can be included in your cumulative time calculation.

This exercise is not intended to confine your child’s educational experience to the constraints of a schedule. It demonstrates that the school year is well balanced and that sufficient time will be devoted to each component of their education.

## **Special Needs Exemption**

If your child has special needs and you would like to request exemptions from mandated portions of the learning project, fill out the areas of the learning project that are relevant to your child. Then, put a checkmark in the designated box in this section, and indicate the subjects or learning areas

from which you request your child be exempted. The Regulation permits the Ministry to excuse your child from “part” of the learning project’s requirements, at your request.<sup>(28)</sup> It is possible that the Ministry will ask for supporting documentation of your child’s special needs in considering your request.

### **Adapting the Learning Project**

Remember that your learning project is a flexible tool, and that it can be adapted as needed during its implementation. **The Regulation requires, however, that you inform the Minister within 15 days of any significant change in the project.** If you are unsure whether you need to inform the Minister about a change you have made to your project, contact your association.

#### **Solutions to Possible Issues**

##### **Difficulty Developing Your Learning Project**

If, while drawing up your learning project, you encounter difficulties or have questions that are not answered in this guide, the Regulation states that you can request assistance from the Minister.

You can also contact your association for help and advice.

##### **Incomplete or Non-compliant Learning Project**

When developing your learning project, keep in mind that no negative consequences or sanctions will be imposed upon you if, despite your conscientious work, the Minister deems your project to be non-compliant. In such a case, the Minister will simply notify you of the situation in writing, indicate the reasons for the non-compliance, and provide his recommendations so that you can correct the situation. **You will have 30 days** to submit a new learning project. It is also possible that the Minister will request additional information or documents in order to properly assess your learning project.

In any case, do not hesitate to contact us if you have concerns about the nature of the documents, information or corrections requested.

#### **Requirement 3**

##### **Submission of the Written Status / Mid-term Report**

At the midpoint of the school year, parents must provide two reports, which can be submitted separately or in the form of one single document. The two reports required are:

1. **A written status report on the implementation of the learning project** informs the Minister of the child's progress, based on the child's learning project. The report must indicate: the learning activities completed by subject or by field of study, the approximate time allocated to them, and, if applicable, any change made to the learning project;
2. **A mid-term report**, which describes the child's learning progress and indicates the evaluation(s) used to evaluate this progress.

**The template used in this guide combines these two reports.**

### **Deadlines**

**If the child is homeschooled from the beginning of the year:** The mid-term report, as well as the report on the status of the implementation, must both be submitted between the 3rd and the 5th month after the beginning of the implementation of the learning project.

**If the child is withdrawn from school,** the deadline for these documents varies depending on when your child was withdrawn:

- **The written status report** must also be transmitted between the 3rd and the 5th month following the beginning of the implementation of the learning project. If, however, the child is withdrawn from school:
  - between January 1 and March 31, the written status report must be sent no later than June 15;
  - after March 31, the report is optional.
- **The mid-term report** must be submitted between the 3rd and the 5th month following the beginning of the implementation of the learning project. If a student is withdrawn from school after December 31, the mid-term report is optional.

### **Content of the Written Status/Mid-term report**

We have included a template for the written status report/mid-term report in this guide. Well in advance of the 2018 midterm due date, we will be releasing further examples of how to fill out your written status/mid-term report, and those examples will be posted on your association's website. The content of this report is shaped by the learning project. You are simply reporting on how your child has progressed through the various subjects identified in the learning project.

#### **Solutions to Possible Issues**

#### **Problems in implementing or making progress**

**If you have difficulty implementing the learning project, if your reports do not allow your child's progress to be adequately assessed, or if the student is not making adequate progress, you will need to work with the Ministry to resolve the issue.**

The process to address issues with the learning project or reports generally involves a meeting with the Ministry. **Remember that you may be accompanied by a person of your choice at the meeting.** Get in touch with your association for assistance if the Ministry identifies issues with your learning project or reports. Let us know promptly if you have any concerns about the nature of the documents, information or corrections requested.

### **Child's attendance at a meeting**

For the annual monitoring meeting (described further in the next section), and a meeting to find a solution to problems in implementing your child's learning project, your child need not attend the meeting.

However, where the student is not making adequate progress, the Regulation requires that the parents and the student both attend a meeting intended to more clearly identify the shortcomings in the student's learning project and progress, and how to deal with them. Please be sure to contact your association prior to attending such a meeting.

## **Requirement 4**

### **Participation in a Monitoring Meeting**

An annual monitoring meeting is required for all parent educators at some point during the implementation of the learning project. The meeting may be held through electronic means that provide for instant communication. **Your child does not need to attend this meeting.**

### **Date of the Meeting**

The meeting can be held any time during the school year. The Minister will notify you in writing of the time and conditions of this meeting **at least 15 days in advance.**

### **Advice Regarding Meetings**

With the change in the law and Regulation regarding homeschooling, parents now have a new and unique opportunity to engage in constructive relations with the Ministry of Education and other involved parties such as school boards and third-party professionals. We recommend keeping the following in mind as you navigate the new homeschooling paradigm:

- In all communications with the Ministry and other involved parties, written and in-person, be cognizant that you are representing both your family and the broader homeschooling community. We strongly encourage you to approach these

interactions with a positive attitude and a spirit of collaboration, with your children's best interests as the primary focus. Please feel free to contact your homeschooling organization to discuss communications and in-person meetings in more detail. We are available to assist you in preparing for both.

- Educate yourself on your rights and obligations under the new law and regulation. These rights and obligations are summarized on page 6 for quick reference and this guide gives you the essential information you need on this subject. Do not hesitate to contact us if you have additional questions;
- If your learning project is not approved, or if the Ministry, school board, or another professional is requesting additional information about your learning project or homeschooling, please contact your support organization promptly.

## Requirement 5

### Submission of the Completion Report

At the end of the school year, you must submit a progress report demonstrating your child's progress since the mid-term report.

#### Deadline

The completion report must be submitted no later than **June 15**. If you are submitting a portfolio to the Minister as your evaluation method, send it with your completion report.

### Content of the Completion Report

We have included a template for the completion report in this guide. Well in advance of the 2018 midterm due date, we will be releasing further examples of how to fill out your written completion report, and those examples will be posted on your association's website. The content of this report is shaped by the learning project; you are simply reporting on how your child has progressed through the various subjects identified in the learning project.

## Requirement 6

### The Section 15 Evaluation

#### Options for a S. 15 Evaluation

The Homeschooling Regulation requires a formal evaluation by a third party at some point during the implementation of your child's learning project. The options for this evaluation are as follows:

##### 1.—Evaluation by the school board that has jurisdiction

You can ask your school board to evaluate the progression of your child. The school board can use one of the evaluation methods normally used in schools. They can also, at their discretion, use

alternative methods such as a portfolio. If you would like to request an evaluation by your school board, contact them directly to review the process and method of evaluation available.

This method of evaluation may be a good option for parents who have already established a positive relationship with their school board prior to the new legislation, and who are already in contact with resource persons working there who are familiar with homeschooling.

## **2. Evaluation by a private educational institution**

A private school can evaluate the progression of your child using one of the methods commonly used in schools or using an alternative method. Over the coming school year, we will be communicating with private schools regarding the types of evaluations that they may offer and the cost of such an evaluation. For more information, you can contact your association or a private school directly.

## **3. Evaluation by the holder of a teaching licence**

Your child can be evaluated by anyone holding a teaching licence. There are different types of teaching licences:

- A teaching certificate
- A teaching permit
- A teaching licence
- A provisional teaching authorization

If you are interested in this option, contact your association for referral details and associated costs.

## **4. An examination imposed by the Minister**

You have the option of having your child take the same examinations given to students in schools. It then becomes the responsibility of the school board to administer the examinations. That service is free and the school board must facilitate it at your request.

This option may be a good fit for parents using the program of the ministry or any other program that has the same objectives and follows the same progression pattern. You can request more information about this method of evaluation from the Minister.

## **5. Evaluation through a portfolio.**

You can prepare a portfolio containing various samples of activities and assignments completed by your child during the school year in order to assess progress.

You can find a series of articles on preparing a portfolio on the HSLDA blog.

<https://members.hslida.ca/articles/News/Portfolios-Revisited-Our-Step-by-Step-5-2-2018>. This series will give you a good understanding of this tool that has long been used by parents, not only

to give feedback to authorities but for personal purposes. The portfolio allows you to keep records of the work completed throughout the school years.

Although a portfolio can easily become encyclopedic, we recommend limiting your samples for each subject to a few pages. Each sample should be chosen carefully and allow the Minister to assess the child's progression through the learning project. Samples may include tests, written assignments, pictures of educational field trips with some explanation of what was studied on the field trip, short accounts written by the parent about the activities or projects done by the student, and much more.

## **How the Evaluation is Used**

Parents must monitor the student's progress during the learning project. The point of a S. 15 evaluation by a school board, private school, holder of a teacher's license, Ministry exam, or portfolio is to enable the parent to monitor their child's progress.

**The Homeschool Regulation does not mandate that the S. 15 evaluation be submitted to the Ministry along with the completion report (unless you are choosing a portfolio review by the Minister).** It is possible that the Minister would request documentation of a S. 15 evaluation pursuant to S. 17 of the Regulation (where the Minister examines the midterm and completion reports, and the parents must send to the Minister any information or document relevant to that examination). However, **as per the wording of the Regulation, the S. 15 evaluation is primarily a tool for parents' use.**

## **Resources Available at Your School Board**

The Homeschooling Regulation requires school boards to offer various resources and services to support homeschoolers, on certain terms and conditions. Since the 2018–2019 school year is a year of transition, where school boards are also preparing to comply with the Regulation, we suggest that you contact us before requesting resources or services from a school board.

Note that you must provide the school board with a copy of your learning project in a number of situations where you are requesting resources or support from your school board (i.e., if you are asking for textbooks, educational material, academic and career counselling and information, psychological services, psychoeducational services, special education services, remedial education services and speech therapy services from your school board).

You may also request access to school facilities, including the library, science lab, computer lab, auditorium and art rooms, and sports/recreational facilities. This access remains subject to availability and on the conditions determined by the school board.

Finally, you can request support services from your school board, including:

- Documentary resources of the school library;
- Academic and career counselling and information;
- Psychological services;

- Psychoeducational services;
- Special education services;
- Remedial education services; and,
- Speech therapy services.

Note that some of these resources (particularly psychoeducational, special education, and remedial services) remain in very short supply in many school boards, and the waiting lists are long.

**Please remember: In this transition year, we recommend contacting your association for recommendations on requesting access to school resources, facilities, and support services.**

## ANNEX 1

### Examples of Educational Methods

**Charlotte Mason** - The motto of this approach is: "Education is an atmosphere, a discipline and a life." She emphasizes the importance of creating a supportive learning environment and trusting the child's natural taste for knowledge. At the same time, it inculcates values of discipline and gives importance to the spiritual dimension of the child.

**Classical Education** - As the name implies, this educational approach is not new and follows a very well-structured learning model that dates back to ancient Greece. It has long been the dominant influence of education in the West.

**Eclectic Approach** - This approach can bring together different kinds of pedagogies and activities to fit the needs of the child and parents. It lends itself well to improvisation since it can transmit knowledge by any means, ranging from a textbook found by chance in a bazaar to software and TV shows, etc.

**Autonomous Learning** - This approach usually works through a curriculum and textbooks where the child learns the material by himself simply by following the suggested progression pattern. This form of learning is particularly suited to high school education as the student has the skills to learn independently.

**Literature-based learning** - This approach avoids the use of textbooks and instead makes use of quality literature where the child learns about different subjects and naturally acquires knowledge.

**Montessori pedagogy** - This approach is based on the sensory and kinesthetic education of the child. It places emphasis on learning autonomy and uses specialized equipment. It is mostly used in classrooms but can be adapted for homeschool, as long as the parent invests the time needed to fully understand and apply this method.

**Learning by project** - With this approach, students acquire knowledge through accomplishing various projects that allows the incorporation of several subjects simultaneously. This student-centered approach offers a great deal of autonomy that engages and motivates the student.

**Unit studies** - This approach consists of studying a particular topic through which different subjects will be acquired. This method is popular among many parents because it can target a subject that the child is passionate about and use this natural interest as a catalyst for learning.

**Interest-led learning** - Also called non-schooling or unschooling, this approach is based in the natural ability of children to direct their own learning. This approach sets aside the traditional structures of education and aims to facilitate learning rather than directing it.

The examples above are just a sample of a wide range of possible educational approaches. More can be discovered on the Canadian Center for Home Education website:

<https://cche.ca/home-education-methods/>

If you have questions about these methods, do not hesitate to contact your association.

## **ANNEX 2**

### **Ideas for “Learning Activities”**

Based on a list from UNCC (University of North Carolina at Charlotte)

1. Lecture/demonstration by parent or another instructor/guest educator;
2. Group discussion conducted by parents or students including Socratic discussion, development of critical thinking skills;
3. Oral questions and answers between parent and students;
4. Presentation by a panel of instructors or students with possible class participation/panel discussion;
5. Student reports by individuals or in combination with other students (working individually, working as part of a team), group/individual projects including management of time and other resources;
6. Informal or formal debates;
7. Forums/ bulletin boards;
8. Individual and choral speaking and recitation;
9. Collecting information, use of the Internet and other information technologies, researching methods of information gathering, evaluating the reliability/credibility of sources;
10. Textbook assignments, open textbook study;
11. Student reading for enjoyment;
12. Reading assignments by subject in teacher-selected/student-selected resources including investigation of all available resources;
13. Assignment to outline portions of the textbook or supplementary readings;
14. Crossword puzzles, logic puzzles, strategy games, educational games, problem-solving games;
15. Cultural participation: cooking foods of places studied, dances of places or periods studied, dressing dolls according to the country’s culture, etc., visit a restaurant specializing in a particular culture/food;
16. Construction of vocabulary lists, reading lists;
17. Scientific experiments done individually or in a group, scientific reports, nature study;
18. Vocabulary drills, word association activity;
19. Diaries and journals;
20. Student-directed study;
21. Art projects, craft projects;
22. Required term papers/essays, construction of summaries by students, written book reports;
23. Biographical reports given by students, investigate a life assignments;
24. Reports on published research studies, library research on topics or problems;
25. Flags, maps, transparencies, globes, jigsaw puzzle maps, drawing a giant map on floor;
26. ‘Hall of Fame’ by topic or era (military or political leaders, heroes);
27. Use of pretest, tests, quizzes, final exam, open textbook tests;
28. Gaming and simulation, literacy and numeracy games;
29. Physical activity and participation in active games/sports/activities;
30. Use of (and creation of) educational tools such as flash cards, manipulatives, flowcharts, mobiles, flannel boards, murals and montages;
31. Interviews and surveys;
32. Audio-tutorial or video-tutorial lessons;
33. Study of models, creation of models in various media;

34. Music, both appreciation of (listening) and creation (playing);
35. Field trips;
36. Drama, role playing, dramatization, skits, plays, costuming, set design, puppets;
37. Notebook and record keeping;
38. Pen pals for writing experience and cultural growth;
39. Photographs including slide shows, powerpoint presentation;
40. Student construction of diagrams, charts, graphs, posters, displays, exhibits;
41. Students drawing pictures or cartoons to vividly portray principles or facts;
42. Problem solving or case studies;
43. Use of chalkboard, diagrams, tables, graphs, charts, exhibits, displays by parent;
44. Use of recordings of all kinds: filmstrips, motion pictures, educational films, videotapes, radio programs, television, Internet;
45. Verbal illustrations: use of anecdotes and parables to illustrate;
46. Service projects and volunteering (tutoring, hospital, seniors' centre, others);
47. Stamps, coins, and other hobbies;
48. Use of community or local resources: compile list of citizens as resource people, prepare presentation for such groups, invite seniors and others to present local history to students including displaying artifacts (clothing, tools, objects, etc.), visit local archaeological site;
49. Story telling;
50. Tutorial: students assigned to other students for assistance, peer teaching;
51. Coaching: special assistance provided for students having difficulty;
52. Oral reports, including telling about a trip or other experience;
53. Workbooks;
54. Using case studies reported in literature to illustrate principles and facts;
55. Construction of scrapbooks, creation of a nature journal;
56. Applying simple statistical techniques to class data;
57. Making or using timelines;
58. Non-directive techniques to facilitate student-centred learning;
59. Use of technology and instructional resources;
60. Putting ideas into pictures;
61. Write a caption for chart, picture, or cartoon;
62. Reading aloud—parent reading, student reading;
63. Filling out forms (income tax, cheques, others);
64. Prepare editorial for 'school paper';
65. Attend council meeting, school board meeting, the Legislature, taking part in elections;
66. Making announcements, public speaking;
67. Playing music from other countries or times;
68. Studying local history, family history;
69. Meeting students from abroad (exchange students), exchange program with students from other cities, countries, etc., assist an immigrant, cultural comparison/contrast;
70. Contacting organizations for free/low cost materials, collect old magazines, colored slides, photos, etc.;
71. Specialize in one country or follow a world leader (in the media);
72. Visit an employment agency;
73. Join an organization, start a campaign, collect money for a cause;
74. Prepare mock newspaper on specific topic or era.

## **ANNEX 3: Who We Are**

For many years now, HSLDA and ACPEQ have been working together to offer support and necessary resources to parent-educators in Québec, in order to ensure success in the education of their children and protect their rights and freedoms. Here is a summary of how your membership can be your support in the context of the new legal requirements of Québec regarding homeschooling.

### **Here are some of the many benefits of a membership with the Homeschool Legal Defence Association of Canada (HSLDA Canada):**

**Legal Support:** HSLDA has great legal expertise to represent your family in case of a conflict with school boards, social services or government authorities. Our team of legal experts is by your side when you need them.

**Homeschool Support:** Through online resources or individualized support, HSLDA is available to answer your questions and walk by your side all the way through your homeschool years.

**Insurance Coverage:** If you or your support group want to enrich the learning project by offering your children a variety of educational or sports activities, you have access to a full liability insurance coverage for your events.

### **Here are some of the many benefits of a membership with the Association of Christian Parent-Educators of Québec:**

**Representation:** Through your membership with ACPEQ, your values are represented at the provincial government level, including at the homeschool national advisory board.

**Homeschool Support:** Dynamic and inspiring annual conference, workshops on the learning project, and much more! Members of ACPEQ have access to various resources and to a network of parent educators and experts who can support them every step of the homeschool way.

**Workshops:** ACPEQ offers different workshops on the learning project, evaluation methods (including portfolio) and support groups.

## **ANNEX 4: Contact Us**

### **[Association of Christian Parent-Educators of Québec \(ACPEQ\)](#)**

Mailing address:

ACPEQ

P.O. Box 125

Sainte-Catherine-de-Hatley, Québec J0B 1W0

Email: [acpeq@acpeq.org](mailto:acpeq@acpeq.org)

### **[The Home School Legal Defence Association of Canada \(HSLDA Canada\)](#)**

Mailing address:

32B - 980 Adelaide Street South

London, ON N6E 1R3

Quebec office:

Tel: 819-909-6928

Fax: 819-909-0819

Email: [français@hsllda.ca](mailto:français@hsllda.ca)

## ANNEX 5: Notes & References

1. National Home Education Research Institute. "[Research facts on homeschooling.](#)"
2. Neven Van Pelt, Deanie. The Fraser Institute. "[Home Schooling in Canada: The Current Picture – 2015 Edition,](#)" p. 23.
3. [Education Act](#), Art. 13.
4. [Charter of the French Language](#), C-11.
5. [Homeschooling Regulation](#), (CQLR, c. I-13.3, s. 15, 1st par., subpar. 4 and s. 448.1), Art. 4(2).
6. Homeschooling Regulation, Art. 4(1).
7. Statistics Canada. [French and the francophonie in Canada](#). Ottawa, Ont., 2012.
8. [Civil Code of Quebec](#), chapter CCQ-1991, Art. 599.
9. [Bill 144](#), *An Act to amend the Education Act and other legislative provisions concerning mainly free educational services and compulsory school attendance* (2017, c. 23), Art. 2 ("Bill 144").
10. Bill 144, Art. 2; [Homeschooling Regulation](#), Art. 2-3.
11. Bill 144, Art. 2.
12. Homeschooling Regulation, Art. 4(2).
13. Homeschooling Regulation, Art. 4 and 5.
14. Homeschooling Regulation, Art. 4 and 5.
15. Homeschooling Regulation, Art. 9, 11, 12, 15, and 16.
16. Homeschooling Regulation, Art. 10.
17. Homeschooling Regulation, Art. 10 and 11.
18. Homeschooling Regulation, Art. 6, 13, 14 and 18.
19. Homeschooling Regulation, Art. 7, 12, 13, 17, and 18.
20. Homeschooling Regulation, Art. 20 - 23.
21. Homeschooling Regulation, Art. 24.
22. Bill 144, Art. 2; [Homeschooling Regulation](#), Art. 2-3.
23. Bill 144, Art. 2; [Homeschooling Regulation](#), Art. 4-10.
24. [Homeschooling Regulation](#), Art. 11 and 16.
25. [Homeschooling Regulation](#), Art. 12.
26. [Homeschooling Regulation](#), Art. 16.
27. [Homeschooling Regulation](#), Art. 15.
28. [Homeschooling Regulation](#), Art. 8.

## **ANNEX 6: Forms & Examples**

[Learning Project](#)

[Status Report / Mid-term Review](#)

[End of Project Report](#)