



COMMISSION SCOLAIRE CENTRAL QUÉBEC  
CENTRAL QUÉBEC SCHOOL BOARD

**POLICY AND PROCEDURES  
FOR HOME-SCHOOLING**  
(Adopted April 17, 2015)

This is an interactive form; you may fill it directly online and please do not forget to save it before sending to the educational services department.

*Note: The masculine gender is used throughout this document for the sake of conciseness and is meant to be inclusive of both genders.*

## Table of Contents

1.0	INTRODUCTION .....	3
2.0	OBJECT OF THE POLICY.....	3
3.0	GENERAL INFORMATION concerning HOME SCHOOLING.....	3
4.0	APPLICATION PROCEDURES.....	4
5.0	EVALUATION & REPORTING PROCEDURES.....	5
Appendix 1	Request for Home Schooling .....	6
Appendix 2	Home Schooling Education Plan.....	7
Appendix 3	Home Schooling Contract .....	14
Appendix 4	Additional Guidelines on the Evaluation of Home-Schooled Children.....	15



## 1.0 INTRODUCTION

In the Province of Québec it is compulsory for all students between the ages of 6 to 16 to receive a legally recognized form of education. For the vast majority of students, this means that they attend either a private or public educational institution where they benefit from the resources and structures, allowing them to follow the recognized program of instruction in Québec, The Québec Education Program of The *ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche* (MEESR). The Minister of Education does recognize the fact that some parents, for whatever reason, may wish to take on the responsibility for the education of their children by providing *home schooling*. When parents decide to home school their child they are charged by the government to ensure that their child “ *benefit from an educational experience that a school board deems equivalent to what is provided at school*” (Home Schooling Policy Framework, MELS, 2010 p.5). The Minister of Education does set out through various legal documents, the responsibilities of the two parties in the home schooling partnership, the parents and the school board, to ensure that the child receives the instruction necessary to allow for reintegration into the public or private school system whenever circumstances so warrant. The MEESR gives the school boards the task of ensuring that the home schooling process is a legitimate one with checks and balances in place to evaluate the appropriateness and the level of learning.

## 2.0 OBJECT OF THE POLICY

The purpose of this Policy is to set out the guidelines and procedures by which the Central Québec School Board (CQSB) will enter into agreements with the parents/legal guardians who wish to provide home schooling for their child. The Policy also outlines the legal responsibilities of each of the parties as well as requirements for evaluation of the learning provided through home schooling.

## 3.0 GENERAL INFORMATION CONCERNING HOME SCHOOLING

- 3.1 In order to be considered for home schooling at CQSB, a child must have a *Certificate of Eligibility for English Instruction* under the Charter of the French Language.
- 3.2 Parents requesting a contract for home schooling with the CQSB must reside within the territory served by the Board. The student must be registered at the school that he would normally attend were he not being home schooled.
- 3.3 In order for CQSB to enter into an agreement for home schooling, the language of instruction is to be English as the evaluation will be carried out in English. Should parents wish to provide home schooling in French, they would need to make arrangements with the designated French board in their area.
- 3.4 The Central Québec School Board's liability insurance coverage does not apply during the period that the student is being home schooled.
- 3.5 A Home Schooling Contract is valid for a maximum of one school year. A new application must be made annually to renew the contract.



## 4.0 APPLICATION PROCEDURES

- 4.1 To apply for home schooling, parents must submit, on or before May 15th of each school year, to the Educational Services Department of the School Board, the following:
  - 4.1.1 A Request for Home Schooling form (see Appendix 1);
  - 4.1.2 The educational background of the parents and the extent to which one or both parents is capable to conduct home schooling. It is the responsibility of the parent to provide confirmation as to his/her having obtained a high school leaving certificate for Quebec (DES) or the equivalent (minimum requirement);
  - 4.1.3 An Education Plan (see Appendix 2) which states the weekly time (schedule) that will be devoted to each subject, the means to attain the outcomes of each course of study, the identification of specific course materials (such as texts, workbooks, etc.), and the associations or organizations, if any, which will assist in home schooling;
  - 4.1.4 The approaches and methods to be used to promote the educational, social and physical development of the child;
  - 4.1.5 The capacity of the education plan to address the special needs of the student, if applicable.
- 4.2 Educational Services shall review each request for home schooling and the accompanying education plan. The Director of Educational Services will recommend to the Director General or his/her designate the approval or refusal of the request for home schooling.
- 4.3 The School Board shall advise the parents of its decision regarding a request for home schooling on or before June 15th of each school year.
- 4.4 Should the request for home schooling be approved, the parents will be requested to arrange an interview with the principal of the designated school and will be required to discuss the application, the education plan, their capabilities to home school and the assessment procedures to be employed (Appendix 4). At such time, a Home Schooling Contract (Appendix 3) shall be signed by the parents on behalf of the child, the principal of the designated school, and the Director General or his/her designate on behalf of the School Board. The contract shall be signed at the latest by September 1<sup>st</sup> of the school year.
- 4.5 If the School Board deems that the parents are not able or refuse to provide an education plan, the education plan does not meet the proper criteria and/or a student does not pass the mid/end-of-year assessment, then it is the responsibility of the parents that the child subsequently be enrolled in a recognized educational institution, in default of which the School Board shall notify the Youth Protection Services as required by the law.



## 5.0 EVALUATION & REPORTING PROCEDURES

- 5.1 The designated school will make a final determination of the child's learning based on an evaluation of the learning of the student under the Home Schooling Contract. This evaluation shall be conducted by a teacher or teachers of the designated school. (See Appendix 4- Additional Guidelines on the Evaluation of Home-Schooled Children)
- 5.2 Evaluation will include:
- A review of the teaching, learning and assessment as reflected in the portfolio to be maintained for each subject taught during the term of the contract;
  - The administration of examinations in core subjects as required by the MEESR or as mandated by the School Board;
  - In addition to providing portfolios on or before May 31st, secondary students must be present at the designated school for any formal evaluations such as MEESR and Board exams that may occur;
  - In addition to providing portfolios on or before May 31st, elementary students must be present in the designated school in order to take part in the MEESR and Board mandated end-of-cycle assessments for Cycles 1, 2 and 3;
  - Students who are required to write MEESR Compulsory or Uniform Examinations must do so following the guidelines as issued by the Sanction Department of the MEESR.
- 5.3 Evaluations will normally be carried out twice per academic year by the school. Evaluations would normally be carried out mid-year in the month of January and at the end of the year during the examination session following the MEESR and Board examination schedules. The intention of the mid-year evaluation is to ensure that the learning of the student is on track. The mid-year evaluation is based on a presentation of the learning portfolio to the school principal and the teacher providing the evaluation.
- 5.4 Upon the completion of the evaluation, the school will issue a written report concerning the results, and will indicate as well if the child has met with success. Students who write MEESR Uniform exams at the Secondary Level will receive a written statement of marks from the MEESR.



## Request for Home Schooling

Year: 20\_\_ - 20\_\_

**Student Identification**

Family Name: \_\_\_\_\_ Given Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Male ☐ Female ☐

Permanent Code: \_\_\_\_\_ Grade level for current year: \_\_\_\_\_

*Please include a copy of the child's Certificate of Eligibility for English Instruction as well as his/her birth certificate.***Parents' Identification**

Father's Name: \_\_\_\_\_ Mother's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Other phone: \_\_\_\_\_

**Required Information****Reason(s) for requesting Home Schooling**\_\_\_\_\_  
\_\_\_\_\_

Last school attended: \_\_\_\_\_

School Year: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Signature of Father: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Mother: \_\_\_\_\_ Date: \_\_\_\_\_

The Request for Home Schooling, the required Education Plan and other required documents are to be submitted to the Educational Services Department of the Central Québec School Board by May 15<sup>th</sup> of the school year in question. A decision in writing will be rendered on or before June 15<sup>th</sup>.

**For School Board Use**

Date received: \_\_\_\_\_

Certificate of Eligibility: Yes ☐ No ☐ Birth certificate: Yes ☐ No ☐Education Plan: Yes ☐ No ☐ Qualifications of home schooling parent (DES) Yes ☐ No ☐Recommendation: Yes ☐ No ☐ Designated school: \_\_\_\_\_\_\_\_\_\_  
Signature of the Director of Educational Services\_\_\_\_\_  
Date

**Responsibilities of parents / guardians:**

- To submit an education plan for School Board consideration;
- To provide an educational experience equivalent to that provided by the School Board;
- To maintain a portfolio clearly demonstrating the teaching, learning and assessment experiences during the term of the Home Schooling Contract;
- To arrange for the child to attend the evaluation sessions as scheduled by the school.

**Responsibilities of the School / School Board:**

- To evaluate the education plan to determine if the educational experience will be equivalent to what is provided in the School Board's schools;
- To evaluate the child's learning during and at the end of the contract period.

NOTE: It is not the responsibility of the school to provide in a regular and continual manner, instructional materials such as class assignments, work sheets, books and assignments.

**The Evaluation Procedure:**

An evaluation interview will be conducted by the school team prior to January 30<sup>th</sup> and June 30<sup>th</sup> of the applicable year. It will include a review of the evidence of teaching, learning and assessment as reflected in the portfolio maintained during the term of the contract. Tests may also be administered. The June evaluation process will follow the examination session established by the Board and MEESR.

**The Components of the Education Plan:**

The education plan is a precise description of the academic objectives for each subject to be taught during the term of the home schooling contract: The education plan must reflect the Québec Education Program and specify:

- The cycle level;
- The teaching materials and other support materials to be used for each subject;
- How the competencies of the Québec Education Plan will be addressed;
- The nature and extent of the on-going evaluation that will serve the teaching and learning process.



# Home Schooling Education Plan

The compulsory subjects for each cycle are specified in the Basic School Regulation (*Régime pédagogique*).

DIVISION VI

SUBJECT-TIME ALLOCATIONS

ELEMENTARY - CYCLE ONE		ELEMENTARY - CYCLE TWO AND THREE	
Grades 1 and 2		Grades 3, 4, 5 and 6	
Compulsory Subjects	TIME	Compulsory Subjects	TIME
Language of Instruction	9h	Language of Instruction	7h
Mathematics	7h	Mathematics	5h
Physical Education and Health	2h	Physical Education and Health	2h
Apportioned Time	18h	Apportioned Time	14h
Second Language (French or English)		Second Language (French or English)	
Ethics and Religious Culture		Ethics and Religious Culture	
Arts Education 2 of the following four subjects <ul style="list-style-type: none"> <li>▪ Drama</li> <li>▪ Visual Arts</li> <li>▪ Dance</li> <li>▪ Music</li> </ul>		Arts Education 2 of the 4 subjects prescribed for Cycle One, one of which is taught in that cycle.	
		Geography, History & Citizenship Education	
		Science & Technology	
Unapportioned Time	7h	Unapportioned Time	11h
TOTAL	25h	TOTAL	25h





**SECONDARY EDUCATION CYCLE ONE**  
**Compulsory Courses in Secondary I and II**


<b>French-Language of Instruction</b> 400 hours - 16 credits	<b>OR</b>	<b>English-Language of Instruction</b> 300 hours - 12 credits
<b>English-Second Language</b> 200 hours - 8 credits		<b>French-Second Language</b> 300 hours - 12 credits
<b>Mathematics</b> 300 hours - 12 credits		
<b>Science and Technology</b> 200 hours - 8 credits		
<b>Geography</b> 150 hours - 6 credits		
<b>History and Citizenship</b> 150 hours - 6 credits		
<b>Arts Education</b> 200 hours - 8 credits  <b>1 of the 4 following subjects:</b> <b>Music</b> <b>Dance</b> <b>Drama</b> <b>Visual Art</b>		
<b>Physical Education and Health</b> 100 hours - 4 credits		
<b>Ethics and Religious Culture</b> 100 hours - 4 credits		





Secondary Education- Cycle Two		
General Education Path		
Secondary III	Secondary IV	Secondary V
Compulsory Subjects	Compulsory Subjects	Compulsory Subjects
English Language of Instruction 632-306 150 hours or 6 credits	English Language of Instruction 632-406 150 hours or 6 credits	English Language of Instruction 612-536 150 hours or 6 credits
French Second Language 634-306 Or French Second Language Enriched 635-306 Or French Language of Instruction* 132-308 200 hours or 8 credits	French Second Language* 634-404 Or French Second Language Enriched 635-406 Or French Language of Instruction 132-406 150 hours or 6 credits  100 hours or 4 credits*	French Second Language* 634-504 Or French Second Language Enriched 635-506 Or French Language of Instruction 132-506 100 hours or 4 credits* 150 hours or 6 credits
Mathematics 563-306 150 hours or 6 credits	Mathematics Cultural Option 563-414                      100 hrs (4 cr.) Technical Option 564-426                      150 hrs (6 cr.) Science Option 565-426                      150 hrs (6 cr.)	Mathematics Cultural Option 563-504                      100 hrs (4 cr.) Technical Option 564-506                      150 hrs (6 cr.) Science Option 565-506                      150 hrs (6 cr.)
Science & Technology 555-306  150 hours or 6 credits	Science & Technology 555-444  100 hours or 4 credits	Integrative Project 602-502  50 hours or 2 credits
History & Citizenship Education 587-304  100 hours or 4 credits	History & Citizenship Education 587-404  100 hours or 4 credits	Contemporary World 592-504  100 hours or 4 credits
Arts Education: One of the following four subjects: Drama        670-302 Visual Arts   668-302 Dance        672-302 Music         669-302  50 hours or 2 credits	Arts Education: One of the following four subjects: Drama        670-402 Visual Arts   668-402 Dance        672-402 Music         669-402  50 hours or 2 credits	Arts Education: One of the following four subjects: Drama        670-502 Visual Arts   668-502 Dance        672-502 Music         669-502  50 hours or 2 credits
Physical education & Health 543-302 50 hours or 2 credits	Physical education & Health 543-402 50 hours or 2 credits	Physical education & Health 543-502 50 hours or 2 credits
	Ethics & Religious Culture 569-404 100 hours or 4 credits	Ethics & Religious Culture 569-502 50 hours or 2 credits
Elective Subjects: 100 hours or 4 credits * French Language of Instruction requires 8 credits	Elective Subjects: 100 hr. 4 cr. Or 150 hrs 6 cr. 558-404 Environmental Sc. & Tech. 4 cr.	Elective Subjects: 200 hours or 8 credits or 250 hours or 10 credits



Secondary Education- Cycle Two General Applied Education Path		 COMMISSION SCOLAIRE CENTRALE QUÉBEC CENTRAL QUEBEC SCHOOL BOARD
Secondary III	Secondary IV	
Compulsory Subjects	Compulsory Subjects	Compulsory Subjects
English Language of Instruction 632-306 150 hours or 6 credits	English Language of Instruction 632-406 150 hours or 6 credits	English Language of Instruction 612-536 150 hours or 6 credits
French Second Language 634-306 Or French Second Language Enriched 635-306 Or French Language of Instruction* 132-308 150 hours or 6 credits	French Second Language 634-404 Or French Second Language Enriched 635-406 Or French Language of Instruction 132-406 150 hours or 6 credits 100 hours or 4 credits*	French Second Language* 634-504 Or French Second Language Enriched 635-506 Or French Language of Instruction 132-506 100 hours or 4 credits* 150 hours or 6 credits
Mathematics 563-306 150 hours or 6 credits	Mathematics Cultural Option 563-414 100 hrs (4 cr.) Technical Option 564-426 150 hrs (6 cr.) Science Option 565-426 150 hrs (6 cr.)	Mathematics Cultural Option 563-504 100 hrs (4 cr.) Technical Option 564-506 150 hrs (6 cr.) Science Option 565-506 150 hrs (6 cr.)
Applied Science & Technology 557-306  150 hours or 6 credits	Applied Science & Technology 557-416  150 hours or 6 credits	Integrative Project 602-502  50 hours or 2 credits
History & Citizenship Education 587-304  100 hours or 4 credits	History & Citizenship Education 587-404  100 hours or 4 credits	Contemporary World 592-504  100 hours or 4 credits
Arts Education: One of the following four subjects: Drama 670-302 Visual Arts 668-302 Dance 672-302 Music 669-302  50 hours or 2 credits	Arts Education: One of the following four subjects: Drama 670-402 Visual Arts 668-402 Dance 672-402 Music 669-402  50 hours or 2 credits	Arts Education: One of the following four subjects: Drama 670-502 Visual Arts 668-502 Dance 672-502 Music 669-502  50 hours or 2 credits
Physical education & Health 543-302 50 hours or 2 credits	Physical education & Health 543-302 50 hours or 2 credits	Physical education & Health 543-502 50 hours or 2 credits
Personal Orientation Project 606-304 100 hours or 4 credits	Ethics & Religious Culture 569-404 100 hours or 4 credits	Ethics & Religious Culture 569-502 50 hours or 2 credits
Elective Subjects: *French Language of Instruction requires 8 credits No room for electives.	Elective Subjects: EXPLO 2 or 4 credits 698-402/698-404 POP 4 credits 606-404 Entrepreneurship 2 or 4 credits 604-402/604-404 Science & Environment 2 credits 558-402	Elective Subjects: 200 hours or 8 credits or 250 hours or 10 credits EXPLO 2 or 4 credits 698-402/698-404 Entrepreneurship 2 or 4 credits 604-402/604-404



Required For  
Qualification

Info-Sanction

09-10-17



In addition to the  
elective subjects  
that schools  
choose among  
those on the list  
drawn up by the  
Minister, the  
schools must  
offer those  
students in the  
Applied General  
education path  
the electives  
specific to that  
path if those  
subjects are on  
the list.

-BSR S.23.1



Either ERC or P.E.  
required for  
Qualification.



In developing the Education Plan for their child, parents should consult the MEESR website at <http://www.mels.gouv.qc.ca> as well as the Québec English Schools Network at [www.learnquebec.ca](http://www.learnquebec.ca)

- The Basic School regulations  
<http://www.mels.gouv.qc.ca/en/references/laws-and-regulations/basic-school-regulations/>
- The Quebec Education Program
  - Programmes of Study  
[http://mels.gouv.qc.ca/sections/programmeFormation/index\\_en.asp](http://mels.gouv.qc.ca/sections/programmeFormation/index_en.asp)
  - Progression of Learning Documents
    - <http://mels.gouv.qc.ca/progression/>
    - <http://mels.gouv.qc.ca/progression/seconaire/>
- Evaluation Frameworks  
[https://www7.mels.gouv.qc.ca/dc/evaluation/index\\_en.php?page=search](https://www7.mels.gouv.qc.ca/dc/evaluation/index_en.php?page=search)

Home Schooling Education Plan for: \_\_\_\_\_  
(student name)

Level

Date of Birth

School Year

Subject Area	Competency Targeted	Materials	Proposed Evaluation



Activities planned for the Socialization of the child:


NOTE: If the decision has been made to remove the child from school for home schooling, then the parents/guardians will not be permitted to make arrangements for their child to be involved in school-sponsored activities such as field trips, school outings, social or sporting events.

Textbooks may be available for loan from the designated school, subject to availability and at the discretion of the principal. Schools may opt to charge a deposit fee for the loan of texts subject to refund when the books are returned in satisfactory conditions. A list of the approved texts that are being used will be provided to the home should the school not be able to loan text books.

Signatures:

_____ Parent/Guardian	_____ Date
_____ Parent/Guardian	_____ Date
_____ Principal of the Designated School	_____ Date
_____ Director of Educational Services	_____ Date



# Home Schooling Contract

Year: 20\_\_\_\_ - 20\_\_\_\_

Chapter 1, Article 15, paragraph (4) of the Education Act states that “a student who receives home schooling and benefits from an educational experience which, according to an evaluation made by or for the School Board, is equivalent to what is provided at school is exempt from compulsory attendance.”

Taking this section of the Law into consideration, Central Québec School Board agrees to enter into a contract with \_\_\_\_\_, parents/guardians of \_\_\_\_\_, to ensure that the education of their child is discharged adequately in accordance with the requirements of the Education Act.

As the parents/guardians agree to take personal, direct and legal responsibility for the education of their child for a maximum of one year, they undertake to provide at home, an educational experience which is deemed equivalent to, and in accordance with the Ministry of Education directives as outlined in the *Régime pédagogique* and the Québec Education Program.

The parents/guardians are responsible for contacting the school prior to the end of the Home Schooling contract to arrange for an evaluation of the level of knowledge and progress attained. This may include an interview and presentation of portfolio and any required tests for each of the subjects taught as agreed to in the Education Plan for Home schooling annexed to this contract.

An unsatisfactory evaluation according to the Board's standards will normally prevent the Home Schooling Contract from being renewed.

If for any reason the parents / guardians are unable to provide for the appropriate instruction during the school year, they are to notify the Board and return their child to school for placement in the most appropriate program in accordance with Central Québec School Board's procedures.

## SIGNATURES:

_____ Parent/Guardian	_____ Date
_____ Parent/Guardian	_____ Date
_____ Principal of the Designated School	_____ Date
_____ Director General	_____ Date



When a student's application for home schooling is approved, that child is officially registered with the Ministry and is counted in the official statistics for the enrollment at the Board. Even though that child is not attending a particular school, they are assigned to the school that they would normally be attending were they in school. The designated school becomes the school that provides support for and evaluation of the home schooled student's learning.

Once the notification of home schooling has been received, the parents/guardians will contact the school to arrange a meeting with the principal to discuss the education plan, and how it will be evaluated. It is recommended that one teacher be assigned to take the lead in the evaluation process.

Special evaluation situations (ES's) are not normally created for evaluation of home schooled students.

The teacher(s) who are involved in evaluation activities will be remunerated as teacher-by-the-lesson or on an hourly paid basis.

Evaluation will include the following elements:

ELEMENTARY:

- A. A review of the teaching, learning and assessment as reflected in a student learning portfolio to be maintained for each subject taught during the term of the contract. The final version of the portfolio will be due at the school no later than May 31<sup>st</sup> of the school year, but will form the basis of the mid-year evaluation.

The following information is a suggested format for the evaluation at the elementary level. Parents/guardians should be informed that they should be keeping a record of student learning using the portfolio concept. The student's evaluation portfolio should include:

1. Dated writing samples including journal entries, stories, poems and letters. The sample work is to be done over a period of time to show growth and improvement. There should be samples of work that show the evolution of the writing process, i.e. drafts, revisions and final product. Examples should be provided in both English and French;
  2. A list of books, magazines, and articles read, dated chronologically, with a written response or report with a sample of both English and French books;
  3. A taped oral reading sample selected from the work completed in English and French;
  4. A written record of concepts covered in Math with samples of the student's work demonstrating their work with that particular competency. There should be samples of work that were used to evaluate the student's learning as well;
  5. A collection of projects, logs, experiments or other artefacts to support evidence of learning (concepts) in social studies, history, science, and ERC.
- B. In addition to providing the portfolio on or before May 31<sup>st</sup>, Elementary students **must be present** in the designated school to take part in the MEESR and Board mandated end-of-cycle assessments for Cycles 1, 2, 3.





## SECONDARY:

- A. A review of the teaching, learning and assessment as reflected in a student learning portfolio to be maintained for each subject taught during the term of the contract. This portfolio will be due at the school no later than May 31<sup>st</sup> of the school year. See the Elementary Section for a more complete description of what may be included in a portfolio.

Following the in-take interview, parents will be made aware of the school calendar, including the dates of the terms, and corresponding evaluation deadlines. Parents should also be given the outlines for the courses that the students would normally follow where the major concepts to be covered would normally be indicated. Parents should be encouraged to have their children be available to meet with the school team to review the work done per term.

- B. In addition to providing the portfolio on or before May 31<sup>st</sup>, Secondary students in Secondary IV and V **must be present** in the designated school to take part in the MEESR Uniform, Compulsory and Board mandated exams. Students who are unable to be present during the official Ministry examination period must arrange to do a rewrite at the next available sanctioned period. A copy of the MEESR Examination Timetables should be made available to the student and their parents or guardians.
- C. Students in Secondary IV and V who need to accumulate credits for a DES will have their subjects show up in GPI in order to receive credits for courses that have been successfully completed. The school board will be responsible for the transmission of the grades. The Ministry will provide the official transcript of the grades and credits as well as the Diploma (DES).

