



Lester B. Pearson  
School Board

Commission scolaire  
Lester-B.-Pearson

## REGISTER OF POLICIES, PROCEDURES AND BY-LAWS

# HOME SCHOOLING POLICY

**Code:** Policy 3.4

**Date of Coming into Force:** April 27, 2015

**Number of Pages:** 9

**Origin:** Educational Services

**Operator and Storage Site:** Educational Services

**History:** Adopted by Resolution 98-11-05  
Amended by Resolution 99-10-09  
Amended by Resolution 2015-04-#03



## **PURPOSE**

Article 15 (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 school attendance.

This policy provides guidelines by which the Lester B. Pearson School Board will collaborate with the parent who wishes to provide Home Schooling to his/her child(ren) specified by article 15 (4) of the Education Act and as elaborated in the Home Schooling Policy of the Ministry of Education Leisure and Sports (MELS).

## **PROCEDURES**

The parent requesting Home Schooling with the Lester B. Pearson School Board must reside within the territory served by the Board.

Children who are ineligible for instruction in English under the Charter of the French language may receive home schooling in English. Parents may ask the school board to exempt their child from compulsory school attendance and to assess their child’s learning for the purpose of certification. Children do not require an English eligibility certificate to register for home schooling. However, home schooling in English does not make a child eligible for schooling in English in the public schools in Quebec.

A student will be considered registered with the LBPSB for Home Schooling after completion of the following:

1. The parent must send a letter requesting Home Schooling to the Registration/Admissions office at the School Board Head office.
2. Following the receipt of said letter, the parent will be sent the Home Schooling Registration Form (Addendum A) to be signed and returned before the first day of the School Board’s calendar.
3. Before September 20<sup>th</sup>, the parent must provide the School Board with an Educational Plan that ensures their child works towards achieving the learning objectives set out in the programs in effect in Quebec schools or develops the competencies specified by the Quebec Education Program (QEP) found in Key Resources in Addendum B. To assist the parent in the preparation of the Educational Plan, the Educational Services Department will offer a Program Information Session in early September and provide an appropriate educational plan template which includes key MELS websites (Addendum B). Parents will be notified by mail of the Program Information Session (date/time/location). The Educational Plan will be reviewed by the Educational Services Department.

The child will be considered registered with the School Board after all documents are received, completed and signed by the parent and accepted by the administration of the School Board. The School Board will respond to the request within 30 days. Under all circumstances, open dialogue is essential to all communications between parents and School Board representatives. However, should the parent not complete the prescribed registration process, his/her request may be denied.

At the end of the school year, the Educational Services Department professionals will proceed to an evaluation of the student's progress to establish equivalence as per section 15 (4) of the Education Act. Evaluators will use a variety of methods (interviews, portfolios, tests, etc.) that are flexible and appropriate to home schooling, and always strive to ensure, as much as possible, that the child does not feel threatened by the exercise. A Portfolio Guide is found in Addendum D. For secondary students pursuing a secondary school diploma, the evaluation process will also include the administration of the examinations set by the MELS. In certain situations, professionals from the Educational Services Department may request that professionals from the Student Services Department become involved in the assessment process. Such involvement would occur if the child being homeschooled has any particular learning needs that require a more specialized instructional approach. Once the assessment has been completed, a written report will be sent to the parent and a copy will be placed in the student's file. The School Board is committed to working collaboratively with parents to provide information that is in the best interest of the child. Upon completion of the assessment if the School Board determines that the educational experience received at home is not equivalent to what is provided at school, the School Board may recommend that the child be registered in a school setting.

The Home Schooling Agreement is valid for one school year and a new application must be made by the parent annually. If the child is not registered in any school of the Lester B. Pearson School Board or has not taken steps to register for Home Schooling per the School Board procedure, the parent will be expected to register their child in another school recognized by MELS. The School Board has a legal obligation to inform the appropriate authorities if it determines that educational services are not being provided.<sup>1</sup> Generally speaking, this course of action would be followed when talks between the School Board and the parents have been unsuccessful.

The addenda are included to the present policy for information purposes only and can be updated as required.

<sup>1</sup> [http://www.mels.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/formation\\_jeunes/ScolarisationMaison\\_a.pdf](http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/ScolarisationMaison_a.pdf)

## ADDENDUM A

### HOME SCHOOLING REGISTRATION FORM

Article 15 (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, are equivalent to what is provided at school” is exempt from compulsory school attendance.

<i>Student's Given Name</i>		<i>Sex M/F</i>	
<i>Student's Family Name</i>		<i>Date of Birth</i>	
<i>Last School Attended</i>	<i>Grade</i>	<i>Quebec Permanent Code</i>	
<i>Parent's name</i>		<i>Parent's name</i>	
<i>Address</i>		<i>Address</i>	
<i>Telephone</i>		<i>Telephone</i>	
<i>Home</i>	<i>Business</i>	<i>Home</i>	<i>Business</i>
<b>REASON(S) FOR HOME SCHOOLING:</b>			
<b>EVALUATION:</b>			
<i>The student will be assessed by Educational Services Department at the end of the school year. The parent will be contacted by the LBPSB Educational Services Department to inform him/her of the date/place/time of the assessment.</i>			
_____		_____	
Parent		Director, Educational Services Department	
Date: _____		Date: _____	

## ADDENDUM B

### Elementary Home Schooling Education Plan 2014-2015

#### 1. Personal Information

<b>Student Name:</b>	<b>Birthdate:</b>
<b>Grade Level:</b>	<b>Parent/Guardian:</b>
<b>Address:</b>	<b>Phone: Home</b> <b>Work</b> <b>Cell</b>
	<b>Email:</b>

#### 2. Homeschooling Goals (overall goals for the year)

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#### 3. Subject Information

*Your child's educational progress will be assessed to establish equivalency in English Language Arts, French Second Language, Français Langue Seconde and Mathematics at the School Board in June 2015. It is important to broaden your child's educational experiences by including the Sciences, Social Sciences, Arts and Physical Education in the overall academic plan for the year. The table below serves as a template. Please feel free to adjust or expand to meet your needs.*

Subject	Learning Outcomes	Resources/Materials	Types of Assessments/Evaluation
Subject	Learning Outcomes	Resources/Materials	Types of Assessments/Evaluation

## KEY RESOURCES

- **Progression of Learning Elementary:**

**[http://www.mels.gouv.qc.ca/progression/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/index_en.asp)**

- **Progression of Learning Secondary:**

**[http://www.mels.gouv.qc.ca/progression/seconde/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/seconde/index_en.asp)**

The Ministry sites above provide information on the essential knowledge students must acquire in each subject area.

- **Frameworks for the Evaluation of Learning (Elementary and Secondary)**

**[https://www7.mels.gouv.qc.ca/dc/evaluation/index\\_en.php](https://www7.mels.gouv.qc.ca/dc/evaluation/index_en.php)**

The Ministry site above provides the criteria on which the child's performance must be based. From the main page, click on *Search for an Evaluation Framework* to target subject areas and levels.

## **LEARN Quebec (Leading English Education and Resource Network)**

**<http://learnquebec.ca/en/index.html>**

The site above is an educational site supporting the Quebec English Education Community. LEARN Quebec offers a wide variety of materials and resources at all grade levels.

## Addendum C

### Secondary Home Schooling Education Plan 2014-2015

#### 1. Personal Information

<b>Student Name:</b>	<b>Birthdate:</b>
<b>Grade Level:</b>	<b>Parent/Guardian:</b>
<b>Address:</b>	<b>Phone: Home</b>
	<b>Work</b>
	<b>Cell</b>
	<b>Email:</b>

#### 2. Homeschooling Goals (overall goals for the year)

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#### 3. Subject Information

*Your child's educational progress will be assessed to establish equivalency in English Language Arts, French Second Language, Français Langue Seconde and Mathematics at the School Board in June 2015. It is important to broaden your child's educational experiences by including the Sciences, Social Sciences, Arts and Physical Education in the overall academic plan for the year. Students pursuing a Secondary School Diploma must write MELS exams. Secondary 4 students must write exams in Mathematics, History & Citizenship Ed. and Science & Technology; Secondary 5 students must write the Ministry Exams in English Language Arts and Français Langue Seconde. The table below serves as a template. Please feel free to adjust or expand to meet your needs.*

Subject	Learning Outcomes	Resources/Materials	Types of Assessments/Evaluation
Subject	Learning Outcomes	Resources/Materials	Types of Assessments/Evaluation

## KEY RESOURCES

- **Progression of Learning Elementary:**

[http://www.mels.gouv.qc.ca/progression/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/index_en.asp)

- **Progression of Learning Secondary:**

[http://www.mels.gouv.qc.ca/progression/secondaire/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/secondaire/index_en.asp)

The Ministry sites above provide information on the essential knowledge students must acquire in each subject area.

- **Frameworks for the Evaluation of Learning (Elementary and Secondary)**

[https://www7.mels.gouv.qc.ca/dc/evaluation/index\\_en.php](https://www7.mels.gouv.qc.ca/dc/evaluation/index_en.php)

The Ministry site above provides the criteria on which the child's performance must be based. From the main page, click on *Search for an Evaluation Framework* to target subject areas and levels.

## LEARN Quebec (Leading English Education and Resource Network)

<http://learnquebec.ca/en/index.html>

The site above is an educational site supporting the Quebec English Education Community. LEARN Quebec offers a wide variety of materials and resources at all grade levels.



## ADDENDUM D

### PORTFOLIO GUIDE

The following information is a suggested format to guide the parent regarding the content of the child's portfolio. The portfolio should include:

1. Writing samples (e.g., journal entries, stories, poems and letters), dated chronologically. The sample work kept is to be done over a period of time to show growth and improvement. There should be first draft and revision samples in both English and French.
2. A list of resources in English Language Arts and Français Langue Seconde (e.g., books, magazines and articles read) dated chronologically. Written responses or reports on the above should also be included in the appropriate language of each subject.
3. A written record of Mathematical competencies taught with samples of the child's work, as well as samples of what needs to be evaluated.
4. A collection of projects, logs, experiments or other evidence of concepts taught in Social Sciences and Science.