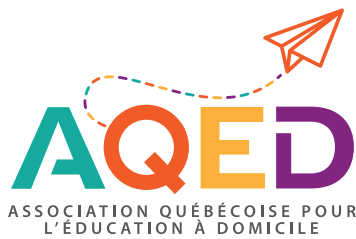




SUGGESTIONS GUIDE

FOR HOMESCHOOLING PARENTS IN QUEBEC

SUGGESTIONS
FOR FULFILLING YOUR
LEGAL OBLIGATIONS



Editorial team:

Editor-in-chief: Béatrice Mantovani

Graphic design and layout: Andrea Gonzalez

Editors: Noémi Berlus, Geneviève Côté, Sonia Fontaine, Monique Guy, Konstantia Koutouki, Marie-Christine Leblanc

Translators: Alanna Bougie, Konstantia Koutouki,

Marie Andrée Leavens, Patrick Riley

English editors: Noemi Berlus, Patrick Riley

Cover Photo: Marie-Claude Véziau

AQED

Telephone : (514) 940-5334

Email: administration@aqed.qc.ca

Visit our website: www.aqed.qc.ca

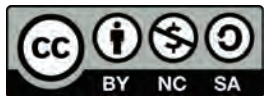
To reach us via snail mail:

Association québécoise pour l'éducation à domicile (AQED)

550, boul. Henri-Bourassa Ouest

Case postale 151

Montreal (Quebec) H3L 3N7



The purpose of this guide is to inform and support homeschooling parents in Quebec. Any form of dissemination is welcome. Thank you for mentioning AQED's work when you share or use this guide

LEGEND:



Withdrawal after July 1st



Special needs



Options



For more information



Heads up !

ABOUT AQED

The Association Québécoise pour l'Éducation à Domicile (AQED), the Quebec Association for Home-Based Education, is a volunteer citizen organization founded 20 years ago by homeschooling families who wanted to better support each other in their educational project. The association brings together some 600 families educating more than 2,000 children in Québec. More than 50 volunteers run and manage the association, which is a non-profit secular organization. Its decisions and actions are founded on facts and on the results of scientific research related to learning, homeschooling, and the well-being of children and their families.

AQED's mission includes the following components:

- To inform and provide support to Quebec parents who choose to homeschool.
- To represent its members before the Minister of Education and Higher Learning, the school boards, and other organizations related to youth and education.
- To support and defend the rights of parents to educate their children according to the learning approach they choose, all the while protecting children's right to receive a healthy and balanced education.-

A big thank you to all the volunteers who contributed to the preparation of this document (see appendix 14).

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ABOUT THE NEW ACT AND REGULATION: IN BRIEF

In the fall of 2017, the Education Act established new guidelines for families practicing homeschooling. The collaboration between the Minister, the Department of Education and AQED, from the very beginning of this process, has led to a better understanding on both sides of the issues affecting this dossier. The regulation that came into force with the new act on July 1st, 2018 recognizes that parents have the right to choose their educational approach and that the objectives do not have to conform to the learning milestones of the Quebec program. In addition, the regulation stipulates that the Minister will provide support when difficulties arise (rather than coercion, as was unfortunately too often the case in the past.) However, due to past events, many homeschooling families fear that prejudices and the amount of work required to satisfy the Minister's representative might again become obstacles (see appendix 13.)



For further information on the different pedagogical approaches, visit the members-only section of AQED's website www.aqed.qc.ca/en/devenir-membre

WHAT YOU NEED TO KNOW BEFORE YOU START

Homeschooling is a right in Quebec and in Canada. By law, you have the right to start homeschooling at any point during the year. You can also choose between following the Quebec Education Program (QEP) or a different educational approach, and you can change your approach during the year. Whether you wish to follow the program closely or loosely, or adopt a completely different educational approach, you will find useful explanations and examples in the appendices of this guide.

If you choose a different educational approach, be aware that it does not have to resemble the QEP or follow the progression of learning (official learning milestones). However, you must provide your child with "varied and stimulating activities conducive to the acquisition of a body of knowledge and skills" and the means to progress. You must also follow the instructions laid out in the law and the regulation. This suggestion guide is here to help you do just that.

If you wish to follow the program while maintaining some flexibility, we suggest that you indicate that you will follow an educational approach inspired by the QEP when communicating with the Ministry, and that you also take into consideration the suggestions in this guide. If you would like more information on how to write a learning project that will meet all of the requirements of the QEP and that "provides for the taking of the examinations imposed by the Minister", contact the Ministry, which will be able to help and advise you. You can also take some ideas from this guide.

HOW TO USE THIS GUIDE

This suggestions guide was created to make it easier for Quebec homeschoolers to meet their obligations under the new Act. The guide is designed to take you through the different stages of this new process.

You do not have to read it in its entirety. You can just consult the "Summary of the steps to follow to be in good standing" (p.5), use the example documents attached in the appendices, or simply download templates from the AQED website. Additional information is also provided in the appendices to answer your questions.

The "Steps to Follow Summary Chart" (p.7) can serve as a guide throughout the year, in the form of a handy checklist you can post on your bulletin board or refrigerator. It clearly indicates the relevant deadlines.

We also recommend that you read the "General remarks and recommendations" section (p.9), which provides several tips for facilitating discussions with the Minister's representatives.

This guide should provide you with answers to most questions. First consult the table of contents and the different sections of the guide, but do not hesitate to visit our website or contact AQED in case you need further information.



SUMMARY OF THE STEPS TO FOLLOW TO BE IN GOOD STANDING

Here is a summary of the different steps you have to follow during the school year. The dates and documents vary whether you start at the beginning of the school year or withdraw your child from school later. You will find examples in the appendices, which also provide further detailed explanation of the different steps.



NOTICE

On or before September 1st for the school year 2018-2019 and July 1st for the subsequent years *

* or within 10 days of withdrawing your child from school



Fill out a notice of homeschooling and send one copy to your school board and another one to the Minister (See appendix 1.)

You will receive a receipt confirmation from the Minister's office within 15 days of receiving your notice: make sure you keep it!



LEARNING PROJECT

On or before September 30th of each year *

* or within 30 days of withdrawing your child from school



Write and send a learning project to the Minister and implement it (see appendix 2.)

You can make any change you wish to it during the year. You only have to report substantial changes to the Minister within 15 days.



STATUS AND MID-TERM PROGRESS REPORT

Between the third and the fifth month *

* You can skip this step if you withdraw your child after December 31st



Write and send a status and mid-term progress report to the Minister (see appendix 3.)



MONITORING MEETING

During the school year



Attend a monitoring meeting with a Minister's representative. The meeting can be in person, by telephone or online (see appendix 4.)

The Minister's representative will contact you in writing at least 15 days before scheduling the meeting: you can agree on a date together.

If there are problems, other meetings may be required (see appendix 9.)



EVALUATION

On or before June 15 (but plan early so you have time to do your research!)



Have your child evaluated by the entity of your choice or put together a portfolio (see appendix 5.)



COMPLETION REPORT

On or before June 15



Write and send a completion report, by using the evaluation method of your choice to report progress or by including the portfolio (see appendices 5 and 6.) *

* If you withdraw your child between January 1st and March 31st, write and send a status report along with your completion report (see appendix 6.)










Services provided by the school board: apart from sending the notice of homeschooling, parents can choose whether or not to use school board services. If you want services from your school board, contact them early to find out applicable terms and conditions and the availability of services (see appendix 7.)

Generally, you will receive services from the school board on your territory (for example to write the Ministry exams to obtain the DES – see appendix 8.) If your child is eligible for English education, you can choose to receive services from either the English or the French school board. You can also see with your school board whether it is possible to obtain an extraterritorial agreement to receive services from a school board outside of your territory.

DID YOU KNOW THAT AQED IS 100% VOLUNTEER-RUN ?

If you are interested in supporting other homeschooling parents, protecting the rights of homeschooling families, demystifying homeschooling or helping the association run smoothly, contact us!








STEPS TO FOLLOW SUMMARY CHART

STEP	DEADLINE*	TO DO	RECIPIENT(S)	IF YOU WANT MORE EXPLANATIONS
 Notice	July 1 st (September 1 st for the 2018-2019 school year)	<ul style="list-style-type: none"> Send the notice 	<ul style="list-style-type: none"> Minister School board 	APPENDIX 1
 Learning project	September 30	<ul style="list-style-type: none"> Send the learning project 	<ul style="list-style-type: none"> Minister 	APPENDIX 2
 Status and mid-year progress reports	Between the 3 rd and the 5 th month	<ul style="list-style-type: none"> Send the status and mid-term progress reports 	<ul style="list-style-type: none"> Minister 	APPENDIX 3
 Monitoring meeting	During the school year: the Ministry will contact you	<ul style="list-style-type: none"> Attend a monitoring meeting 	<ul style="list-style-type: none"> Minister 	APPENDIX 4
 Evaluation	June 15	<ul style="list-style-type: none"> Evaluation using one of the 5 options 	<ul style="list-style-type: none"> Options 1 to 4: none, keep in case requested later Option 5: send the portfolio with your completion report 	APPENDIX 5
 Completion report	June 15	<ul style="list-style-type: none"> Send the completion report Include the portfolio if you choose that option 	<ul style="list-style-type: none"> Minister 	APPENDIX 6
 Services from the school board (optional)	During the school year	<p>(Only if you want services)</p> <ul style="list-style-type: none"> Contact the school board Ask for terms and conditions and availability For some services, provide your learning project 	<ul style="list-style-type: none"> School board 	APPENDIX 7

* If you withdraw your child after July 1st, see table below for deadlines.



DEADLINES FOR WITHDRAWAL DURING THE SCHOOL YEAR

	STEP	DEADLINE
	Notice	Within 10 days
	Learning project	Within 30 days
	Status(1) and mid-term progress(2) reports	Between the 3 rd and the 5 th month
	Monitoring meeting	During the school year: the Ministry will contact you
	Monitoring meeting	June 15
	Completion report	June 15
	Services from the school board (optional)	During the school year

Legend:

(1): By June 15th if you withdraw your child between January 1st and March 31st; not required if you withdraw your child after March 31st.

(2): Not required if you withdraw your child after December 31st.

BUY YOUR TICKET NOW! HOMESCHOOLING CONFERENCE SEPTEMBER 22-23 2018

- Presentation of the new ministerial regulation
- New expert speakers
- Network with people from your region
- Presentation for new homeschooling families
- Day camp and teenager program

WWW.CONGRESAQED.ORG



REMARKS AND GENERAL RECOMMENDATIONS

A few remarks and recommendations to keep in mind for all your interactions with the Minister's representatives:

Documents and written communications

Write short documents and use simple language.

Always keep a copy of your written communications.

If you wish, CC AQED in your communications with the Minister at obligations@aqed.qc.ca. This will allow us to better identify best practices and to share them with everyone.

You can seek inspiration from our examples and templates to write your documents. (See the appendices or visit our website at www.aqed.qc.ca/en/getting-started.)

Requests for more information

The regulation specifies that the government can ask you for more information if it determines that your documents are incomplete. The request will be made in writing and will contain recommendations. You can base your correction on these recommendations or propose other solutions. You will have 30 days to submit a new document.

Meetings with the Minister's representative

They may be held "by any means allowing all participants to communicate immediately amongst themselves", in other words, in person, by phone, or virtually (Skype, Facetime, etc.).

Have someone of your choosing accompany you, to support you should the need arise. The regulation gives you the right to do so.

We suggest that you note the main conclusions of your meeting and send them to the Minister to be assured of your mutual understanding. We also invite you to send a copy to obligations@aqed.qc.ca.

Language of communication with the Minister's representatives

Communication with the Minister's representatives is not subject to Bill 101; you may communicate with them in the language of your choice (subject to the availability of staff who speak the language). The Ministry of Education has staff that can respond in English.

Language of instruction

You may teach in the language of your choice and submit the child's work in any language if you choose the portfolio evaluation method. However, an education at home in English does not constitute in itself an eligibility to an English school education. Your child must attend a French school if they return to public school, unless they have a valid exemption. It must also be noted that the school board's services are subject to Bill 101 and you cannot request services from an English school board without eligibility.

Child's progress

We encourage families to report global progress on overall learning compared to the previous year.

The regulation specifies that progress reports will be examined "taking into consideration the capabilities and learning project of the child." You may thus respect the rhythm and needs of your child without following the official progression of learning or grade level, as long as they are progressing and you are able to show or explain their progress.

If you encounter problems, contact AQED.



AQED'S STRATEGY



Given that this is a new law you may notice other interpretations of the new act and regulation. This is normal, given that a court has not provided a judicial interpretation as of yet.

Although it does not have the force of law, this guide is the fruit of important reflection. To compile it, AQED based itself on its interpretation of the law and regulation on homeschooling, influenced by the provincial roundtable discussions on homeschooling (in which AQED took part). We also consulted with the other associations and community centres that support homeschooling families in Quebec, as well as homeschooling experts. We looked at what is generally done in other jurisdictions. Our members and volunteers have also helped put this guide together.

2018-2019 will be a year of transition. Given that the government will not be publishing its official guide until July 2019, AQED is offering in this document suggestions on how to meet the law's requirements. We do not know whether all these suggestions will be accepted by the Minister's representatives. However, if all homeschooling families in Quebec follow the principles suggested here, we will increase the chances that this interpretation will be accepted by the Minister's representatives.

Furthermore, the regulation, as with any other legal document, will evolve over time based on how it is experienced and interpreted by the population. It is therefore important to accurately represent the large diversity of homeschooling families' educational approaches, to influence the evolution of best practices in the most beneficial direction for them.

AQED encourages homeschooling families to supply the minimum documentation required by the law. An absence of documentation does not equal an absence of education. Numerous studies show that more government control does not equal more success¹. In addition, the time that parents dedicate to administrative tasks takes away from time they should be spending learning with their children. It is in the child's best interest that parents not lose their precious time writing documents intended only to show the absence of educational neglect. For this reason, AQED suggests that parents supply only the minimum required by the act and regulation.

We understand the desire of some parents to show that homeschooling is a marvellous choice for their children by writing long and complex documents. However, we wish to remind you that the documents required by law will only be viewed by a small number of ministerial employees. There are other more effective methods to educate the government and the public at large on the benefits of homeschooling (see appendix 12).

Stand with all homeschooling families. Think of large families, families with special needs, and families with educational approaches that are harder to document. Do not be overzealous in your documentation, especially in the early years of the implementation of the law.

AQED also wishes to encourage a positive attitude in our relations with the Minister and his representatives. It is beneficial for everyone that relations between the Minister and parents be respectful, aligned towards the common goal of our children's well-being.

We hope that this guide and the documents that will be inspired by it will serve as models and standards in future discussions with the Minister, and that they will constitute a base for writing the best practices guide that will be created by the Minister and distributed on July 1st, 2019 according to article 459.5.1 of the Education Act.



It is important to contact us if you base your documents on AQED examples and the Minister asks you for more information. We will help you make the corrections in the simplest way possible. If many families receive the same comments, we will adjust our guide accordingly.

If you have suggestions or comments regarding this guide, please feel free to send them to us at administration@aqed.qc.ca.

¹ Kunzman, R. et M. Gaiher. 2013. *Homeschooling: A comprehensive survey of the research*, Other Education: The Journal of Educational Alternatives, 2(1), 4-59.

APPENDIX 1: NOTICE OF HOMESCHOOLING



Example 1 – Notice

The Ministry will soon set up an address dedicated to communications with homeschooling parents. Follow AQED's Facebook page, and we will let you know as soon as we find out what it is. Unless there is an emergency, we recommend that you wait until the end of August to send your notice this year: we may have more instructions for you by then.

NOTICE OF HOMESCHOOLING

2018-2019 School Year

September 1st, 2018.

Monsieur le Ministre de L'Éducation, du Loisir et du Sport,
Ministère de l'Éducation et de l'Enseignement supérieur
Édifice Marie-Guyart
1035, rue De La Chevrotière
16e étage
Québec (Québec) G1R 5A5
ministre.education@education.gouv.qc.ca

English Montreal School Board
6000 Fielding avenue, Montréal (QC)
H3X 1T4

1 Child Identification:
Child: Lilly Blanche
Date of Birth: July 10th, 2005
Address:
550, boul. Henri-Bourassa Ouest
Montréal (Québec)
H3L 3N7
Permanent Code (if known): Unknown

2 Parents Identification:
Marie Verte
Bob Blanche
Telephone Number: 555-123-4567
Address:
550, boul. Henri-Bourassa Ouest
Montréal (Québec)
H3L 3N7

3 Student School Board: Commission scolaire de Montréal

4 School Board Chosen for Services (if different): English Montreal School Board

5 Date of withdrawal from School: N/A

Dear Sir or Madam,

We hereby inform you that we are exercising our right to homeschool our child, Lilly Blanche, pursuant to subparagraph a) of paragraph 4° of the first indent of article 15 of the Quebec Education Act (chapter I-13.3).

Pursuant to the regulations, our next steps will be with the Minister.

For more information, please contact AQED: <https://www.aqed.qc.ca/>

Sincerely,

6 *Marie Verte*

Marie Verte

CC: obligations@aqed.qc.ca

Example 1-20180706



You can decide to homeschool at any time. You must send your notice at the latest on July 1st (September 1st for the 2018-2019 school year). If you make the decision after this date, you must send your notice no more than 10 days after withdrawing your child from school. You will need to send two copies, by mail or email: one to the Minister and the other to your local school board.

To find your school board using your postal code, visit the Élections Québec website, then click on the link to the school board, (Their mailing address is normally at the bottom of the first page.) <https://www.electionsquebec.qc.ca/english/school-board/electoral-map/find-your-school-board.php>. If you cannot read French, you can probably send the written notice in English even to a French school board, as the regulation doesn't specify what language you need to use.

The Minister will send you a written receipt confirmation within 15 days of receiving your notice. Make sure to keep your receipt confirmation.



If you decide to homeschool after July 1st, you must send your notice within 10 days after your child stops attending school.



The notice of homeschooling serves to notify that you are exercising your right to homeschool. It is not a request for permission. You do not have to justify your decision or wait for confirmation to remove your child from school or to start homeschooling.



The Minister should provide a notification form for you to use. Check AQED's website or follow our Facebook page. We will let you know when it is available.

According to the regulation, the notice must include the following information:

1 Child Identification

Child's first and last name, address, and date of birth
Permanent Code: If your child has attended a school, add this information. Otherwise, write "not applicable". The permanent code should appear on report cards and some other documents received from the school board or the school. You could also call the school attended to know your child's permanent code. If your child has attended a school in the province of Quebec and you do not know the permanent code, we suggest you simply write "unknown".

2 Parents Identification

Parents' first and last names, address, and telephone number.

3 Student's school board

Your local French school board.

4 School board chosen for services (if different):

If you are entitled to register in a different school board, (for example, because you have an extraterritorial agreement with your school board or your child is entitled to English education) and you prefer to receive services from that school board, indicate it here.

5 Date of withdrawal from School

If your child has attended school, date the child stopped or will stop attending school.

6 One parent's signature



APPENDIX 2: LEARNING PROJECT



Example 2.1 – Learning Project

Learning Project - 2018-2019 School Year

- 1 **Child Identification**
Child: Lilly Blanche
Date of birth: July 10, 2005
Withdrawal date: N/A
Last level of educational services received: N/A
Permanent Code: N/A
- 2 **Description of your education approach**
We will base our approach on our child's interests and needs to help her and guide her. We will adapt our approach throughout the year to do so.
- 3 **Evaluation method(s)**
Progress will be evaluated by a holder of a teaching license.
- 4 **Approximate plan of time to be allocated to learning activities**
This project is based on continuous learning, without time limitation. It covers the period from June 2018 to June 2019.
- 5 **Organization(s) (and contact details) that will contribute to the child's learning (if applicable)**
None
Our family is a member of AQED.
- 6 **Activities and Resources**

Learning areas	Competencies and knowledge covered	Activities and resources used
LITERACY: English	Learning to read and write a variety of texts. Learning to express herself clearly.	Reading and writing a variety of texts. Cultural outings. Discussions on different topics.
SECOND LANGUAGE	Learning to clearly understand French.	Viewing and listening to French media. Discussions in French.
MATHEMATICS	Learning to manage money. Learning to solve problems.	Various games. Using math to solve problems in daily life.
SCIENCE AND TECHNOLOGY	Learning to use and master computing tools.	Using and learning about computers.
HUMAN DEVELOPMENT	Adopting a healthy and active lifestyle. Developing critical thinking skills.	Outings to the park. Practicing sports. Discussion and reflection on different subjects concerning personal development.
ARTS	Using creativity for self-expression. Appreciating works of art.	Creating artistic works. Cultural outings.
SOCIAL SCIENCES	Discovering the world; developing the capacity to accept and adapt to different cultures.	Discussion and reflection on a variety of subjects relating to social sciences. Travel, outings, and exploration.

NB. The education experience offered in our family is much richer than what is documented in this learning project. The above content covers only the minimum required by law, to allow us to focus our time and energy on our child.

CC: obligations@aqed.qc.ca

Example 2.1-20180706



Your learning project must be submitted to the Minister by September 30th.



If your child stops attending an educational institution during the school year, the learning project must be submitted within 30 days of withdrawing from school.



A *learning project* is not the same as the *teaching plans* required by certain school boards before Bill 144. The change in terminology is significant.

For example, when talking about a travel project, it is just a short general explanation of what you will do: “We will go to Greece and we will visit the islands!” Travel plans are much more detailed: “We are getting on Air Canada flight 144 on the 5th, at 1 PM. We land in Athens and are staying at the Hilton on...” Parents can still elaborate teaching plans for their own use, but our conversations with the Ministry tell us that this is not what they are looking for.

Use your time to enrich your child’s learning experience and not for paperwork. Make projects, not plans!



If your child has special needs preventing you from covering some of the required subjects, explain your situation in your project and request an exemption as per article 8 of the regulation.

If you need services from the school board, don’t hesitate to add details to your projects to explain your situation.

BECOMING A MEMBER OF AQED MEANS...

- Member support;
- Legal support;
- Discounts at our conference;
- Sharing with other homeschooling families;
- Supporting homeschooling in Quebec;

And much more!

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DRAWING UP THE LEARNING PROJECT

Article 5 of the regulation describes which information is required in the learning project. Below are some more detailed explanations and our interpretation. See example 2.1.

According to the regulation, your learning project must include the following information:

1 Identification of the child

- **First name and last name, withdrawal**
- **Date and last level of educational services received from an education establishment**

If your child ever went to school, add this information.
Otherwise, write “Not applicable”.

- **Permanent code**

See appendix 1 for explanation

2 A description of the educational approach selected

If you do not know yet which approach better suits your child or if you prefer an eclectic approach, you could write something like: “We will adapt our education approach throughout the year, based on the needs of our child and inspired by various pedagogies.” You could also list the approaches that you are interested in and mention that it is not a complete list.

For further information on the different pedagogical approaches and for examples of wording you could use in your learning project, visit the members-only section of AQED’s website:

www.aqed.qc.ca/fr/devenir-membre

3 Evaluation Methods

Indicate the evaluation method(s) you have chosen among the 5 options proposed in article 15 of the regulation (see appendix 5 of this guide).

You can always try to write something like “We would like to know the evaluation methods offered by our local school board before making a choice” and see if the government will accept it.

4 Approximate plan of the time to be allocated to the learning activities

If, like many homeschooling families, you do not have a calendar or specific planning per subject area, you could give an approximate time for the whole learning time (all subject areas taken together).

Your project must be implemented by September 30th. If you do a lot of activities during the summer, you could, for example, indicate that you started implementing your project in June or that your project covers the period from June to June. NB: According to the regulation, that means you should submit your status report by November, at the latest.



(continued) According to the regulation, your learning project must include the following information:

5 ----- Organization(s) (and contact details) that will contribute to the child's learning (if applicable)

Indicate the names and contact detail of organizations contributing to the child's learning as well as a description of the content they will be contributing.

If many organizations contribute to your project, you could add this information by adding a column to the "Activities and Resources" section of your project. See the AQED website for more examples.

You do not have to include information about individuals that contribute to the child's learning.

If an activity is not necessary for the minimum required by the law, you should not have to mention that organization (for example, part-time participation in a community centre.) Please note that most support groups are not legally considered organizations, so you do not need to mention those.

Other than French, another language, and mathematics, your learning project needs to cover a minimum of one subject or subject area belonging to each of the 4 following learning areas a) mathematics, science and technology; b) arts; c) human development; and d) in the case of a student who is 9 years of age on the date of the beginning of implementation of the learning project, social sciences.

Warning! To facilitate reporting and avoid the need to document changes, we suggest that you

- Include only the subject areas you are sure to explore during the year
- Avoid indicating a specific grade
- Give a list of examples rather than naming resources or specific textbooks

If needed, you can elaborate at the meeting, evaluation or in the portfolio

For each learning area, list the skills and knowledge you aim for, in one or two lines, and briefly describe activities and resources. (Include the fact that you are using textbooks and workbooks, if applicable).

You can also choose knowledge and skills not related to any subject or learning area, for example: teamwork, critical thinking, independence, etc.

6 ----- Brief description of educational activities and the resources that will be used for

- Learning French, another language, and mathematics;
- At least one subject belonging to the following learning areas:
 - Mathematics, science and technology
 - Arts
 - Human development
 - Social sciences (for students who are 9 years of age on the start date of the learning project implementation)
- Other knowledge and skills to be acquired and a brief description of the activities chosen for that purpose

We believe that these can all be grouped in one section.



CHANGES TO THE LEARNING PROJECT



Example 2.2 – Substantial change to the learning project

SUBSTANTIAL MODIFICATION TO THE LEARNING PROJECT 2018-2019 School Year

Identification of the child:

Child: Lilly Blanche
Date of birth: July 10, 2005
Permanent Code: N/A

Description of change:

Lilly is now registered with Clonlara, an American online school (<http://www.clonlara.org/online/>), for the remainder of the school year. The classes at Clonlara will cover all the learning areas, except French, which will continue as outlined in our original learning project.

School curriculum:

<http://www.clonlara.org/wp-content/uploads/2018/02/Clonlara-High-School-Catalog-2017-18.pdf>

CC: obligations@aqed.qc.ca

Example 2.2-20180706

According to the regulation, you can modify your learning project whenever you desire. You must inform the Minister within 15 days only if the change is substantial.

What is considered a substantial modification is open to interpretation, but AQED considers that a substantial change would have to represent a major change to the learning approach. For example: 1) going from curriculum-based teaching to informal learning or vice-versa; or 2) a child falls sick and consequently cannot do most of the activities outlined in the learning project. We do not believe that changes such as changes in the frequency of activities, changing math textbook, or not being able to go on certain outings should be considered substantial. Such minor changes can be mentioned in the status report, if needed.



The more your learning project remains high-level, the less changes you will have to document. Keeping track of changes takes time and could lead you to avoid changing your education approach to suit your child's needs. It is in the best interests of your child to keep your documentation simple.

WHAT DO I DO IF THERE ARE PROBLEMS WITH MY LEARNING PROJECT?

According to the regulation, if the Ministry finds that your learning project does not meet the requirements, they will send you written recommendations to help you correct your project. You can use them as a guide and propose other solutions as well. You have 30 days to submit a new learning project.

Do not hesitate to seek help from AQED.



APPENDIX 3: STATUS AND MID-TERM REPORTS



Example 3.1 – Status and midterm report

Status and midterm report - 2018-2019 School Year

Identification of the child

Child: Lilly Blanche
 Date of birth: July 10, 2005
 Permanent Code (if known): Not known

- 1 **Report on the implementation of the learning project**
The project has been implemented.
- 2 **Changes to the learning project**
None
- 3 **Approximate time allocated**
We have regularly engaged in the activities listed below, several times a week. (For cultural outings: at least once a trimester.)
- 4 **Methods of evaluation**
Assessment of progress for this mid-term review is based on daily monitoring of the child by her parents.

Activities:

Area of learning	Target skills and knowledge / changes	Activities and resources / changes	Activities carried out?	Progress? Yes / With assistance / With difficulty / No
LITERACY: English	Learning to read and write a variety of texts. Learning to express herself clearly.	Reading and writing a variety of texts. Cultural outings. Discussions on different topics.	Yes	Yes / With assistance
SECOND LANGUAGE	Learning to clearly understand French.	Viewing and listening to French media. Discussions in French.	Yes	Yes
MATH	Learning to manage money. Learning to solve problems.	Various games. Using math to solve problems in daily life.	Yes	Yes
SCIENCE AND TECHNOLOGY	Learning to use and master computing tools.	Using and learning about computers.	Yes	Yes
PERSONAL DEVELOPMENT	Adopting a healthy and active lifestyle. Developing critical thinking skills.	Outings to the park. Practicing sports. Discussion and reflection on different subjects concerning personal development.	Yes	Yes
ARTS	Using creativity for self-expression. Appreciating works of art.	Creating artistic works. Cultural outings.	Yes	Yes
SOCIAL STUDIES	Discovering the world; developing the capacity to accept and adapt to different cultures.	Discussion and reflection on a variety of subjects relating to social sciences. Travel, outings, and exploration.	Yes	Yes

N.B. Our child's educational experience is much richer than what is described in this document. The foregoing indicates only the minimum information required by law, in order to allow us to focus our time and energies on our child.

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Example 3.1-20180706



Send the status report and midterm report to the Minister three to five months after starting to implement your learning project.



If you withdraw your child from school between January 1st and March 31st, you do not need to submit a mid-term report: you can incorporate your status report into your completion report (see appendix 6).

If you withdraw your child from school after March 31st, you do not need to provide a status report.



If you need services from the school board and are having difficulties obtaining them, do not hesitate to include details explaining your situation in the status report.

STATUS REPORT

Your status report must:

- 1** **Report on the implementation of the learning project:** Indicate in one sentence if the project is going well
- 2 5 6** **Indicate if you have made any changes to the learning project:** Briefly explain any changes, if applicable
- 3 6 7** **Indicate learning activities carried out by subject or discipline, and the approximate amount of time that has been allocated to them:** based on your learning project, add the activities you have carried out, the resources you have used, and the approximate time allocated. You do not need to be exhaustive. Only include activities necessary to meet the requirements of the law. According to AQED, the approximate time allocated can be expressed as the total number of hours, the number of working days since the project was started, or the approximate frequency (every day, once a week, etc.)



The regulation specifies that you can incorporate your status report and a progress report into one document.

MID-TERM REPORT

Complete the mid-term report by briefly describing (in one or two paragraphs) your child's overall progress, providing some examples.

The mid-term report must outline:

4 **Assessments undertaken to measure progress**

If you have already completed an evaluation chosen from amongst the five options under Article 15 of the regulation (see appendix 5), you can indicate this method.

If not, explain the basis of your child's progress assessment. For example:

- Daily monitoring by parents through discussions, work produced, and other achievements of the child.
- Professional evaluations (for example, by a music teacher, coach, day camp leader, etc.)



If you have chosen an evaluation by portfolio (see appendix 5), you do not need to attach it with your mid-term report. It need only be included with the completion report.

8 **Child's progress**

Write a paragraph or make a chart describing the child's overall progress over the previous year, taking into account his/her learning project.



A simple, broad and well-organized learning project will allow the family to avoid making significant changes and make it easier to communicate any changes that are made in their mid-term and completion reports in the event of unforeseen circumstances.



APPENDIX 3: STATUS AND MID-TERM REPORTS



Example 3.2 – Status and mid-term reports with changes to the learning project

STATUS AND MID-TERM REPORT - 2018-2019 School Year

Identification of the child

Child: Lilly Blanche
 Date of birth: July 10, 2005
 Permanent Code (if known): Not known

1 **Changes to the learning project:** Lilly has been very sick since October. We have had to adapt our project due to her health. See below.

2 **Approximate time allocated**
 We have continued to engage regularly in the activities listed below (a little every day).

3 **Methods of evaluation**
 Assessment of progress for this mid-term report is based on daily monitoring of the child by her parents.

4 **Activities:**

Area of learning	Target skills and knowledge / changes to the learning project 2018-2019	Activities and resources / changes to the learning project 2018-2019	Activities carried out?	Progress? Yes / With assistance / With difficulty / No
LITERACY: English	Learning to read and write a variety of texts. Learning to express herself clearly.	Reading and writing a variety of texts. Cultural outings. Discussions on different topics.	Yes, except for cultural outings, which only took place when health permitted.	Yes / With assistance
SECOND LANGUAGE	Learning to clearly understand French.	Viewing and listening to French media. Discussions in French.	Yes	Yes
MATH	Learning to manage money. Learning to solve problems.	Various games. Using math to solve problems in daily life.	Yes	Yes
SCIENCE AND TECHNOLOGY	Learning to use and master computing tools.	Using and learning about computers.	Yes	Yes
PERSONAL DEVELOPMENT	Developing critical thinking skills. Change: "Adopting an active lifestyle" is removed from the 2018-2019 learning project.	Discussion and reflection on different subjects concerning personal development. Change: Outings to the park and practicing sports are removed from the 2018-2019 learning project.	Yes	Yes
ARTS	Using creativity for self-expression. Appreciating works of art.	Creating artistic works. Cultural outings.	Yes, except for cultural outings.	Yes
SOCIAL STUDIES	Discovering the world. Developing the capacity to accept and adapt to different cultures.	Discussion and reflection on a variety of subjects relating to social issues. Travel, outings, and exploration.	Yes, except for travel and outings.	Yes

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Example 3.2-20180706



APPENDIX 4: MONITORING MEETING

The purpose of this meeting is to verify that everything is going well with regard to the implementation of the learning project. It can take place at any time of the year. The Minister's representative will contact you at least 15 days in advance to schedule an appointment and you can arrange a mutually convenient time and means of communication. Your child is not required to attend this meeting.

If you encounter problems implementing your learning project, you may, if you wish, seek advice from the Minister's representative at the meeting.



Take advantage of this meeting to communicate your needs regarding the representative's intervention (for example, do you need advice and support or are you simply presenting yourself in order to fulfill your obligations?).

Adopting a positive attitude should help make the experience more enjoyable. It would be beneficial for all if the relationship between the Minister's representatives and parents is characterized by openness and respect, with a common goal to ensure the well-being of our children. We suggest that you be accompanied during any meeting with the Minister's representative.



If you need services from the school board and are having difficulty obtaining them, do not hesitate to bring it up during the meeting with the Minister's representative.

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HOMESCHOOLING CONFERENCE SEPTEMBER 22-23 2018

- Presentation of the new ministerial regulation
- New expert speakers
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APPENDIX 5: EVALUATION

The child must be evaluated at least once during the year. Parents can choose between five options for evaluation. Four of these types of evaluation are conducted by a third party (whom we call an “evaluator” in this guide); the other is an assessment done by the Minister, examining the child’s work submitted by the parent in the form of a portfolio.

1 **By your local school board**

This service is free, but the law does not require the school board to provide it. This evaluation is not necessarily done in the form of an exam; it can be carried out by any other method agreed upon with the school board. Article 15 of the regulation specifically gives permission to school boards to make non-summative evaluations (for example, a portfolio, an interview, etc.). Contact the school board to find out the methods of evaluation it proposes.

If your child is eligible for Anglophone education under Bill 101, you can choose the English school board in your area.

Please note that an evaluation by a school board does not provide any exemption from communicating directly with the Minister’s representative.

2 **By a private educational institution**

This service is available at your expense and the law does not require private schools to provide it. This evaluation is not necessarily done in the form of an examination; it can be carried out by any other method agreed upon with the private school. Article 15 of the regulation specifically gives permission to do non-summative evaluations (eg. a portfolio, an interview, etc.). Contact the school to find out whether they offer this service and if so, under what terms.

You can choose the private school of your choice.

A list of private educational institutions is available on the government website at:

<https://prod.mels.gouv.qc.ca/gdunojrecherche/listesPredefinies.do?methode=consulterListePredefinie>

3 **By a holder of a teaching certificate**

This service is available at your expense and the law does not oblige teachers to offer it. You are free to select the person of your choice, provided that they have a teaching certificate – that is, any person having one of the following four authorizations:

- Teaching diploma
- Teaching permit
- Teaching license
- Provisional teaching authorization

(To find out more, consult the government website:

<http://www.education.gouv.qc.ca/en/teachers/teaching-in-quebec/teaching-authorizations/>)

Find out more on the AQED Facebook groups; members may have people to recommend. AQED will also compile a list of teachers who wish to offer their services to homeschooling families. Check out AQED’s website or follow us on Facebook to stay informed.

4 **By a ministerial exam administered by the school board**

This service is free and the school board is required to provide it upon request.

Contact the Ministry or your school board for more information on this option.



5 By the Minister, via a portfolio

The creation of the portfolio must be done at your expense, but the Minister's assessment is free, and the Minister is obliged to provide you with this service if you request it. In this case, the portfolio must be attached to the completion report.

The portfolio must show activities undertaken by your child during the year. We suggest you keep it short – about 10 pages.

You can choose some examples of work or activities done during the year. For example: notebook pages, photos, videos of a personal project, certificates, or any other document demonstrating that your child has completed activities or made use of resources. If you want to include items for which there is no physical evidence, you can describe one or more examples where your child has demonstrated their learning (for example, the fact that he or she regularly calculates the change when buying things from the convenience store).

The portfolio can be on paper or digital (for example, on a word processing program), or even online. There are several tools on the Internet that you can use for this purpose (Seesaw, Evernote, etc). For more information on these tools, ask in one of the AQED Facebook groups. Several members have experience in this area and can advise you.



Depending on the material or examples you use, you can combine more than one skill, subject, or discipline and use a single example to demonstrate them all.

DID YOU KNOW THAT AQED IS 100% VOLUNTEER-RUN ?

If you are interested in supporting other homeschooling parents, protecting the rights of homeschooling families, demystifying homeschooling or helping the association run smoothly, contact us!



Photo credit: Maximilien Dzikowski



Example 5 – Portfolio

Portfolio
2018-2019 School Year**Identification of the child**

Child: Lilly Blanche
Date of birth: July 10, 2005
Permanent Code (if known): Not known

Literacy

Example of texts read:
Novels: "Harry Potter", by JK Rowling
The neighbourhood newspaper

Example of texts written:
[copy of two texts here]

Oral communication:
Discussion via Skype (with a friend who lives far away) to introduce them to knitting: how to begin, the main stitches, how to finish, tips and tricks, etc.

Expressing opinions, problem solving:
We redecorated and refitted the bedroom of our three children. Each child wanted more privacy and each had their own favourite colours and themes. They could not agree and we had a lot of discussion and debate in order to find ways to compromise.

We chose the destination of this year's holidays as a family. We had three choices: Gaspésie, Estrie, or Mauricie. We showed the children photos and examples of activities for these three regions of Quebec. The children gave their opinions, preferences, and arguments for or against one destination or another.

Foreign language:

Lilly improved her French a lot this year by talking about various topics with French-speaking neighbours and friends. For example, she wanted to know more about underwater life (fish, shells, etc.). She talked a lot about it in French with our neighbour who is a retired marine biologist.

Math:

Example: We had a garage sale. Lilly sorted through her old clothes and baby toys that she no longer used and set a price for each one. On the day of the sale, she spoke with customers, calculated the total cost of their purchases, handed over the change, and sometimes even negotiated with them!

[photo here]

Science and technology

Lilly has learned to use a lot of new software this year, including software for drawing, which she has used to create a comic strip about dragons.

[screenshot here]

Personal development

Lilly regularly plays volleyball with her friends at the park.

[photo here]

Arts

Lilly does a lot of drawing. She is inspired by a number of artists, as well as by her reading. Drawing inspired by the series *Wings of Fire* by Tui Sutherland: [drawing here]

Social studies

Our neighbours are from Italy. We often go to their house and they often visit us. We have learned a lot about Italy and its culture from talking with them.

We often talk about the history and geography of Quebec and Canada, putting them into perspective with the rest of the world.

N.B. Our child's educational experience is much richer than what is described in this document. The foregoing indicates only the minimum information required by law, in order to allow us to focus our time and energies on our child.

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Example 5 -20180706



CHOICE OF FORMAT FOR EVALUATION

Some evaluators are more open than others when it comes to different methods of evaluation (portfolios, discussions with parents, discussions with the child, etc.). It is up to you to ask the right questions in order to find the best choice for your family. Contact various evaluators early enough to ensure that you have time to make your decision.



Make sure you have a written report or a report card provided by the evaluator; the Ministry may ask you for it.

Here are some questions to address when choosing your potential evaluator:

- methods and evaluation criteria;
- type of report submitted by the evaluator to the family following the assessment and deadlines;
- experience with homeschooling;
- knowledge of, and openness to, your educational approach;
- open-mindedness concerning different methods of evaluation;
- evaluation fees (for options 2 and 3).

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APPENDIX 6: COMPLETION REPORT



Example 6 – Completion report

COMPLETION REPORT - 2018-2019 School Year

Identification of the child

Child: Lilly Blanche
 Date of birth: July 10, 2005
 Permanent Code (if known): Not known

Methods of evaluation

Progress has been evaluated by the holder of a teaching certificate, and based on daily monitoring of the child by her parents through discussions and through work produced by the child.

Learning progress report

Area of learning	Target skills and knowledge	Progress? Yes / With assistance / With difficulty / No
LITERACY: English	Learning to read and write a variety of texts. Learning to express herself clearly.	Yes
SECOND LANGUAGE	Learning to clearly understand French.	Yes
MATH	Learning to manage money. Learning to solve problems.	Yes
SCIENCE AND TECHNOLOGY	Learning to use and master computing tools.	Yes
PERSONAL DEVELOPMENT	Adopting a healthy and active lifestyle. Developing critical thinking skills.	Yes
ARTS	Using creativity for self-expression. Appreciating works of art.	Yes
SOCIAL STUDIES	Discovering the world; developing the capacity to accept and adapt to different cultures.	Yes

N.B. Our child's educational experience is much richer than what is described in this document. The foregoing indicates only the minimum information required by law, to allow us to focus our time and energy on our child.

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Exemple 6-20180706



In your completion report, briefly describe (in one or two paragraphs) your child's overall progress. You can also base your completion report on your mid-term report (see appendix 6) by removing information that is not applicable. However, you must indicate an approved method of evaluation (see appendix 5.)

If you have chosen the portfolio evaluation, you must include the portfolio with your completion report.

Send the report to the Ministry by June 15th at the latest.



If you have withdrawn your child from school between January 1st and March 31st, also attach your status report to your completion report.



You can change the evaluation method at any time by indicating the change in your report.

BECOMING A MEMBER OF AQED MEANS...

- Member support;
- Legal support;
- Discounts at our conference;
- Sharing with other homeschooling families;
- Supporting homeschooling in Quebec;

And much more!

BECOME A MEMBER NOW!

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Photo credit: Nicolas Pétislas



APPENDIX 7: SCHOOL BOARD SERVICES

According to Articles 20 to 24 of the regulation, homeschooled children are entitled to support services from the school board. The table below gives you an overview of these services and the conditions for obtaining them. Contact your school board to find out its terms and conditions and the availability of services.

If you have difficulty obtaining services from your school board, contact AQED.

TABLE – SCHOOL BOARD SERVICES

SCHOOL BOARD SERVICES (This support is offered only at the request of the parents and according to conditions determined by the school board.)		
TYPE OF SUPPORT	FEES/AVAILABILITY	CONSTRAINTS
Textbooks	Free / The material in question must be used in a school within the school board.	The material must be related to a subject or discipline covered by the learning project.
Teaching material	Free / According to availability	The learning project must be provided to the school board.
Student support services <ul style="list-style-type: none"> for the use of the 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 	Free / According to availability	Taking into account the child's needs. The learning project must be provided to the school board.
Access to facilities in at least one school (and the materials and equipment related to their use) <ul style="list-style-type: none"> Library Science laboratory Computer laboratory Auditorium and art rooms Sports and recreational facilities 	Free / According to availability	
Examinations (school board or Ministry) and related preparatory activities (if parents choose this type of evaluation)	Free	In the regulation, it is not clear whether preparatory activities are included.



OBTAINING THE DIPLÔME D'ÉTUDES SECONDAIRES (DES)

According to Article 19 of the regulation, the Minister must provide parents with all the information necessary to enable children to take the ministerial tests and to be able to obtain the DES following homeschooling.

AQED is taking steps to clarify the procedures for homeschooling families to obtain the DES. We will share this information when it becomes available.



Contact the Ministry for more information. Also consult the AQED website for more information on the subject.



APPENDIX 9: PROBLEMS THAT MAY LEAD TO ADDITIONAL MEETINGS

Below you will find the three types of problems that may result in a request for an additional meeting by the Ministry, along with a brief explanation of each one. We will add further details to this section as we obtain more information from our members about the meetings.

Difficulty related to implementing the learning project

If the Minister's representative feels there is a problem with the implementation of your project, he or she may ask you for another meeting to remedy the situation. Your child will not be required to attend this meeting. You will be contacted at least 15 days in advance to arrange a date and means of communication.

If a progress report is deemed inadequate

If the Minister's representative finds that one of your reports does not adequately assess the child's progress, he or she will send you a written notice and recommendations on the basis of which you can adjust the report or find other solutions. You may also request a meeting with the Minister's representative to assess your child directly.

You will have 30 days to send the Minister either a new assessment or a request to assess your child.

Shortcomings in your child's progress

The Minister's representative will contact you to schedule a meeting if he or she feels, after reviewing your reports and any other documents you have sent, that there are shortcomings in your child's progress. The aim of the meeting is to better identify the cause of these shortcomings and to remedy them. The child will have to participate in this meeting. You will be contacted at least 15 days in advance to arrange a date and means of communication.



The word "shortcomings" is subject to interpretation, but it is clear in the new law and in the regulation that children do not have to be measured according to external criteria or standards. They must have progressed at their own pace. The regulation does not specify that progress should be in all areas; evidence of overall progress should be acceptable.

If your child is not progressing at all, in any area, is it important to have a valid reason for this lack of progress, and to propose solutions to help the child.

If your child has made progress in some areas but little progress in others, be prepared to talk about it and suggest solutions for the following years.



If you need services from the school board to remedy shortcomings and are having difficulty obtaining them, do not hesitate to raise this at the meeting.

GENERAL REMARKS AND RECOMMENDATIONS

Don't hesitate to ask AQED for advice to prepare you for these meetings and help you find solutions.

We encourage you to remain respectful and to treat the Minister's representative and other stakeholders cordially. Keep your children's well-being at the centre of every interaction.



APPENDIX 10: FREQUENTLY ASKED QUESTIONS LOGISTICS

1- At what age does the obligation covered by the regulation begin?

Compulsory school attendance (or homeschooling reporting) depends on the child's age on July 1st.

Table – Compulsory attendance	
CHILD'S AGE ON JULY 1 ST	
5 years old	The child is not subject to compulsory attendance. In Quebec, kindergarten is not compulsory.
6 years old	The child will have to begin formal education at the end of the summer, at school or at home.

A child who turns 6 years old between July 1st and September 30th is not obliged to start school. Parents can choose to:

- wait until the following year to start formal education at home or at school
- or decide to start formal education at home or at school.

2. Will we have to go through the school board or will everything go to the Minister's representative?

The only document you are required to provide to the school board is the notice of homeschooling (which must also be sent to the Minister).

However, you will also need to provide a copy of your learning project if you wish to receive certain support services from the school board (see appendix 7.)

3. Can I choose to work with an English school board?

Only if your child is eligible for English education under Bill 101.

4. Can we send the notices/projects/portfolios of all our children together?

In the same envelope or email – we think so.

In the same document for several children – There is nothing in the regulation to indicate that you can't: you will have to try it and see if it is accepted. The Minister will simply send you a written request to re-submit it if it is not.

5. Where can I find the notice form provided by the Minister?

We will share this information as soon as it is provided to us by the Minister.

6. How will this work for families who travel?

If you are leaving Quebec for less than six months, incorporate your travel plan into your learning project and provide an email address where you can be contacted during the trip.

If you are leaving for more than six months, you will no longer be considered residents of Quebec: the act and regulation no longer apply to you. If you leave Quebec in the middle of the school year, inform the Minister of your departure.



LEARNING PROJECT AND MEETINGS

1. Are the MEES program and/or the MEES Progression of Learning compulsory?

By law, you have the right to follow the educational approach that best suits your child. It does not have to resemble the Ministry's program or track formal learning milestones. However, you will need to provide your child with "varied and stimulating activities conducive to the acquisition of a body of knowledge and skills" and the means to progress, while respecting the regulation.

2. Do we have the right to practice natural learning (unschooling)?

As long as you provide your child with "varied and stimulating activities conducive to the acquisition of a body of knowledge and skills" and the means to progress, while respecting the regulation, you have the right to choose the educational approach you prefer.

3. Do we have to follow a schedule similar to that of schools?

No, there is nothing in the act or regulation to indicate that the school calendar or timetable must be respected.

4. Must French be the primary language of instruction?

No. According to the regulation, French is one of the subjects that must be taught. It does not have to be the main language of instruction. You can teach in the language of your choice and submit the child's assignments in any language if you choose the portfolio option. Moreover, homeschooling is not subject to Bill 101.

EVALUATION OF LEARNING

1. What happens if a child fails (e.g. on exams)? What are the consequences?

The regulation does not mention results. The child's performance on a test allows parents to better understand their child's progression. Even a failed exam can show progression if the child had even more difficulty beforehand. And even if the child performs less well in an exam, that is just one piece of information to consider. Global progression is the key factor.

However, if you think your child is not ready to take a test, try to find another way to assess them.

2. How can we get a DES by homeschooling?

The Minister has committed, in the regulation, to providing homeschooling families with the necessary information concerning examinations and obtaining the DES.

3. If an assessment by the holder of a teaching license is chosen, what will that person use as the basis for the assessment?

The regulation does not specify anything in this respect, so you can agree with the person you select to find a mutually convenient method.

For all other questions, consult the act and regulation or contact AQED.



APPENDIX 11: USEFUL RESOURCES AND LINKS

THE MINISTER OF EDUCATION AND SCHOOL BOARDS

Ministry of Education address:

The Ministry will soon set up an address dedicated to communications with homeschooling parents. Follow AQED's Facebook page, and we will let you know as soon as we find out what it is. Unless there is an emergency, we recommend that you wait until the end of August to send your notice this year: we may have more instructions for you by then.

To find the address of the French and English school boards

in your territory according to your postal code, visit the Elections Québec website, then click on the address of the school board's website (their mailing address can generally be found at the bottom of the first page):

<https://www.electionsquebec.qc.ca/english/school-board/electoral-map/find-your-school-board.php>

The Quebec Education Program

can be found at this internet address :

<http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/>

THE LEGISLATION

The text of the regulation:

<http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=1&file=103515.pdf>

The text for Bill 144, the articles of which have now come into force:

<http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&file=2017C23A.PDF>

The text of the Education Act (at the time of publishing this guide, it had not yet been updated):

<http://legisquebec.gouv.qc.ca/en/ShowDoc/cs/l-13.3>

AQED

The AQED website, where you will find resources to help you in all stages of your family learning:

<https://www.aqed.qc.ca/en>

You will find examples, templates and wording suggestions for your documents in the

members-only section (available in the fall):

<https://www.aqed.qc.ca/en/devenir-membre>

For the latest news on homeschooling in Quebec and on AQED's activities, follow us on:

Facebook : www.facebook.com/AQED.ADMIN

Twitter : <https://twitter.com/apedqc>

Come share with us in our different Facebook groups:

Our **Anglophone group**, open to all:

www.facebook.com/groups/1437225796352100/

Our **Francophone group**, open to all:

www.facebook.com/groups/139622289432844/

Our **bilingual group for AQED members only**, which provides a more intimate setting, a community where members support each other and share resources, and more direct access to volunteers and board members. You will also find exclusive information about AQED and news about homeschooling.

www.facebook.com/groups/1210633355677446/



APPENDIX 12: WHAT ELSE CAN YOU DO?

To help the cause of homeschooling in Quebec:

- Be proud, and talk to others about your homeschooling experience to help raise awareness.
- Show solidarity and follow AQED's strategy. Together we are strong.
- Fill out AQED surveys, and let us know if you have any problems so that we can have complete information when we participate at the consultation roundtable and so that we can quickly identify issues with the implementation of the law and act to resolve them.
- Participate in or launch social media initiatives such as the #30joursAEF and #30joursUnschooling challenges or Homeschooling Awareness Month.
- Meet your MNA and make them aware of the reality of homeschooling. Bring your kids, and that's another competency checked off!
- AQED is 100% run by volunteers. If you like the work we've done:

Donate;

Become a member;

Become a volunteer.



APPENDIX 13: ABOUT THE NEW ACT AND REGULATION – BACKGROUND

In fall of 2017, the Education Act established new guidelines for homeschooling families. These guidelines, which were still general, already suggested that there would be both more recognition of the right to freedom of education and more accountability to government authorities. Most parents hoped above all for more fairness in the treatment they received. Conflicts between homeschooling families and many school boards are all too familiar, and these situations have led parents to distrust any form of control that could conceal an intention to make them give up their educational freedom.

The collaboration between the Minister, the Department and AQED, from the very beginning of this process, has led to a better understanding on both sides of the issues affecting this dossier. We appreciate being consulted early in this process of change to the law and being invited to participate in the Parliamentary Commission and the National Roundtable on homeschooling. Continuously listening to families' concerns is an important factor in ensuring their eventual acceptance of these regulation.

In this regard, the recognition that parents have the right to choose their educational approach and that the objectives do not have to conform to the Progression of Learning of the Quebec program is a great step forward. The government's offer to provide support instead of coercion when difficulties arise is a very good idea.

However, despite this spirit of collaboration, with the assent of Bill 144 Quebec becomes one of the Canadian provinces that has the most control over homeschooling families who do not seek government services or funding. Ontario and British Columbia do not require any default follow-up for homeschooling families. Only cases that are reported are investigated by school authorities.

In addition, several elements of the regulation adopted in June 2018 remain difficult for many families to accept. Concerns such as delays, fear of prejudice, the amount of work required to satisfy the Minister's representative, etc. were raised by many homeschooling families. It is worth remembering as well that the absence of documentation is not the same as the absence of education. Finally, the time parents have to spend on administrative tasks deprives children of valuable learning time with their parents. It is therefore important that homeschooling families in Quebec maintain a strong front so that the implementation of this legislation does not create a greater burden for families than the minimum required by law.



Photo credit: Céline Pétisilas

WARNING: This guide explains the new homeschooling regulation in general and gives suggestions for fulfilling your legal obligations. This is not a legal opinion nor is it legal advice. For information specific to your situation, consult a lawyer. This guide does not replace the official guide mentioned in section 459.5.1 of the Education Act, which will be developed by the Minister and will be released no later than July 1, 2019. See AQED's strategy on page 10.



APPENDIX 14: ACKNOWLEDGEMENTS

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Photo credit: Marie-Claude Boisvert



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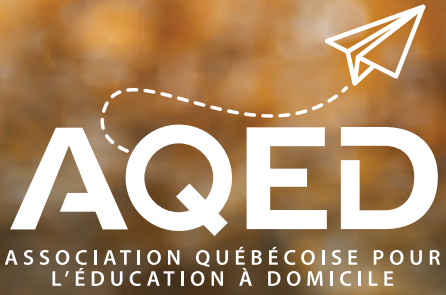
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