




Elementary and Secondary Cycle One

The () symbol indicates important information. Click on it to display the information. A complete list of important information is presented on [page 8](#).

Information on the child

COMPULSORY SECTION






Last name:	First name:
Date of birth (year-month-day):	Permanent code (if applicable):
School service centre or school board with jurisdiction: 	
Level of instruction: Elementary Secondary  <input type="checkbox"/> Cycle One, Elementary 1 <input type="checkbox"/> Cycle Two, Elementary 3 <input type="checkbox"/> Cycle Three, Elementary 5 <input type="checkbox"/> Cycle One, Secondary I <input type="checkbox"/> Cycle One, Elementary 2 <input type="checkbox"/> Cycle Two, Elementary 4 <input type="checkbox"/> Cycle Three, Elementary 6 <input type="checkbox"/> Cycle One, Secondary II	

Subjects

Québec Education Program (QEP): <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/>

Note: In an effort to adopt gender-inclusive language in the competencies of the QEP, the singular pronouns "he" and "she" and their related forms have been replaced by the pronoun "they" and its related forms, used in the singular.

Languages (compulsory section)

Subjects	Level(s) of instruction 	Brief description of the activities chosen (optional) 	Completed activities 
Elementary <input type="checkbox"/> English Language Arts • To read and listen to literary, popular and information-based texts • To write self-expressive, narrative and information-based texts • To represent [their] literacy in different media • To use language to communicate and learn OR <input type="checkbox"/> Français, langue d'enseignement • Lire des textes variés • Écrire des textes variés • Communiquer oralement • Apprécier des oeuvres littéraires Secondary Cycle One <input type="checkbox"/> English Language Arts • Uses language/talk to communicate and to learn • Represents [their] literacy in different media • Reads and listens to written, spoken and media texts • Writes a variety of genres for personal and social purposes OR <input type="checkbox"/> Français, langue d'enseignement • Lire et apprécier des textes variés • Écrire des textes variés • Communiquer oralement selon des modalités variées	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: <hr/>	Approximate time allocated to the learning activities:  Change(s) made to the learning project, if applicable:  <input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	

Subjects	Level(s) of instruction	Brief description of the activities chosen (optional)	Completed activities
<p>Elementary</p> <p><input type="checkbox"/> Français, langue seconde</p> <ul style="list-style-type: none"> • Interagir en français en se familiarisant avec le monde francophone - Communiquer • Interagir en français en se familiarisant avec le monde francophone - Comprendre et lire • Produire des textes variés <p>OR</p> <p><input type="checkbox"/> English as a Second Language</p> <p>Cycle One</p> <ul style="list-style-type: none"> • To act on understanding of texts • To communicate orally in English <p>Cycles Two and Three</p> <ul style="list-style-type: none"> • To interact orally in English • To reinvest understanding of oral and written texts • To write texts <p>Secondary Cycle One</p> <p>OR</p> <p>Français, langue seconde</p> <ul style="list-style-type: none"> • Interagir en français • Lire des textes variés en français (core program) • Lire des textes courants et littéraires en français (enriched program) • Produire des textes variés en français <p><input type="checkbox"/> Core program</p> <p><input type="checkbox"/> Enriched program</p> <p>OR</p> <p>English as a Second Language</p> <ul style="list-style-type: none"> • Interacts orally in English • Reinvests understanding of texts • Writes and produces texts <p><input type="checkbox"/> Core program</p> <p><input type="checkbox"/> Enriched program</p>	<p>Elementary</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4</p> <p><input type="checkbox"/> 5</p> <p><input type="checkbox"/> 6</p> <p>Secondary</p> <p><input type="checkbox"/> I</p> <p><input type="checkbox"/> II</p> <p><input type="checkbox"/> Other, specify: _____</p>	<p>Approximate time allocated to the learning activities:</p> <p>Change(s) made to the learning project, if applicable:</p> <p><input type="checkbox"/> None <input type="checkbox"/> Yes, specify:</p>	

Subjects	Level(s) of instruction	Brief description of the activities chosen (optional)	Completed activities
<input type="checkbox"/> Mathematics Elementary <ul style="list-style-type: none"> To solve a situational problem related to mathematics To reason using mathematical concepts and processes To communicate by using mathematical language Secondary Cycle One <ul style="list-style-type: none"> Solves a situational problem Uses mathematical reasoning Communicates by using mathematical language 	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		
		Approximate time allocated to the learning activities:	
		Change(s) made to the learning project, if applicable: <input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	
Subjects	Level(s) of instruction	Brief description of the activities chosen (optional)	Completed activities
<input type="checkbox"/> Science and Technology Elementary Cycle One <ul style="list-style-type: none"> To explore the world of science and technology Elementary Cycles Two and Three <ul style="list-style-type: none"> To propose explanations for or solutions to scientific or technological problems To make the most of scientific and technological tools, objects and procedures To communicate in the languages used in science and technology Secondary Cycle One <ul style="list-style-type: none"> Seeks answers or solutions to scientific or technological problems Makes the most of [their] knowledge of science and technology Communicates in the languages used in science and technology 	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		
		Approximate time allocated to the learning activities:	
		Change(s) made to the learning project, if applicable: <input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	

Social Sciences (compulsory section)

Subjects	Level(s) of instruction	Brief description of the activities chosen (optional)	Completed activities
Elementary <input type="checkbox"/> Geography, History and Citizenship Education Cycle One: <ul style="list-style-type: none"> To construct [their] representation of space, time and society Cycles Two and Three: <ul style="list-style-type: none"> To understand the organization of a society in its territory To interpret change in a society and its territory To be open to diversity of societies and their territories Secondary Cycle One <input type="checkbox"/> Geography <ul style="list-style-type: none"> Understands the organization of a territory Interprets a territorial issue Constructs [their] consciousness of global citizenship <input type="checkbox"/> History and Citizenship Education <ul style="list-style-type: none"> Examines social phenomena from a historical perspective Interprets social phenomena using the historical method Constructs [their] consciousness of citizenship through the study of history 	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		
			Approximate time allocated to the learning activities:
			Change(s) made to the learning project, if applicable: <input type="checkbox"/> None <input type="checkbox"/> Yes, specify:

Personal Development (optional in a homeschooling context)

Subjects	Level(s) of instruction	Brief description of the activities chosen (optional)	Completed activities
<input type="checkbox"/> Physical Education and Health Elementary <ul style="list-style-type: none"> To perform movement skills in different physical activity settings To interact with others in different physical activity settings To adopt a healthy, active lifestyle Secondary Cycle One <ul style="list-style-type: none"> Performs movement skills in different physical activity settings Interacts with others in different physical activity settings Adopts a healthy, active lifestyle 	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		
			Approximate time allocated to the learning activities:
			Change(s) made to the learning project, if applicable: <input type="checkbox"/> None <input type="checkbox"/> Yes, specify:

Personal Development (optional in a homeschooling context) (cont.)

Subjects	Level(s) of instruction	Brief description of the activities chosen (optional)	Completed activities
<input type="checkbox"/> Ethics and Religious Culture Elementary <ul style="list-style-type: none"> • Reflects on ethical questions • Demonstrates an understanding of the phenomenon of religion • Engages in dialogue Secondary Cycle One <ul style="list-style-type: none"> • Reflects on ethical questions • Demonstrates an understanding of the phenomenon of religion • Engages in dialogue 	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: <hr/>		
		Approximate time allocated to the learning activities:	
		Change(s) made to the learning project, if applicable: <input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	

Arts Education (optional in a homeschooling context)

Subjects	Level(s) of instruction	Brief description of the activities chosen (optional)	Completed activities
Elementary <input type="checkbox"/> Drama <ul style="list-style-type: none"> • To invent short scenes • To interpret short scenes • To appreciate dramatic works, personal productions and those of classmates <input type="checkbox"/> Visual Arts <ul style="list-style-type: none"> • To produce individual works in the visual arts • To produce media works in the visual arts • To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates <input type="checkbox"/> Dance <ul style="list-style-type: none"> • To invent dances • To interpret dances • To appreciate choreographic works, personal productions and those of classmates <input type="checkbox"/> Music <ul style="list-style-type: none"> • To invent vocal or instrumental pieces • To interpret musical pieces • To appreciate musical works, personal productions and those of classmates 	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: <hr/>		
		Approximate time allocated to the learning activities:	
		Change(s) made to the learning project, if applicable: <input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	

Arts Education (optional in a homeschooling context) (cont.)

Subjects	Level(s) of instruction	Brief description of the activities chosen (optional)	Completed activities
Secondary Cycle One <input type="checkbox"/> Drama <ul style="list-style-type: none"> Creates dramatic works Performs dramatic works Appreciates dramatic works <input type="checkbox"/> Visual Arts <ul style="list-style-type: none"> Creates personal images Creates media images Appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images <input type="checkbox"/> Dance <ul style="list-style-type: none"> Creates dances Performs dances Appreciates dances <input type="checkbox"/> Music <ul style="list-style-type: none"> Creates musical works Performs musical works Appreciates musical works 	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		
		Approximate time allocated to the learning activities:	
		Change(s) made to the learning project, if applicable: <input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	

Other subjects, knowledge or competencies (optional section)



Other subjects, knowledge or competencies	Completed activities
<input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	

Sexuality Education and Academic and Career Guidance

(optional in a homeschooling context)

Content	Level(s) of instruction	Learning content covered	Completed activities
<input type="checkbox"/> Sexuality Education	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		
<input type="checkbox"/> Academic and Career Guidance	Elementary <input type="checkbox"/> 5 <input type="checkbox"/> 6 Secondary <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> Other, specify: _____		

Additional notes (optional section)

Status report on the implementation of the learning project

COMPULSORY SECTION

Prepared by:

Date (year-month-day):

Important information – Status report on the implementation of the learning project (Elementary and Secondary Cycle One)

The parents must prepare a written status report on the implementation of the learning project and send it to the Direction de l'enseignement à la maison (DEM) between the third and fifth month after the beginning of implementation of the learning project.

- When a child stops attending an educational institution between January 1 and March 31, the report must be submitted to the DEM no later than June 15 following the beginning of implementation of the learning project.
- When a child stops attending such an institution after March 31, the submission of a status report is optional.

The parents may send the status report and the report on their child's learning progress at the same time in a single document or separately at different times, provided that they meet the applicable deadlines.

Parents who require assistance in preparing the status report may contact the Direction de l'enseignement à la maison.

In accordance with the *Homeschooling Regulation* (CQLR, c. I-13.3, r. 6.01), the Direction de l'enseignement à la maison has produced a document explaining the requirements with regard to the subjects and competencies that must be taught, monitored and evaluated every year or cycle, depending on the subject or level of education. Parents will receive this document from the resource person assigned to their family.

1. Status report on the implementation of the learning project: The status report is a document that describes the implementation of the learning project. It provides a snapshot of the learning activities carried out as well as the approximate amount of time allocated to them. It also mentions any changes that may have been made to the learning project.

2. School service centre or school board with jurisdiction: According to the *Education Act* (CQLR, c. I-13.3), this is the school service centre or school board that has jurisdiction over the territory in which the child resides. The child must be declared eligible for instruction in English before they can be assigned an English school board.

3. Level of instruction: The level of instruction corresponds to the school year in the cycle of education in which the child would be enrolled if they were attending a school.

4. Subjects: The Québec Education Program establishes the compulsory and optional programs of study for all children and students in Québec.

The official programs of study in each subject must be taught to allow progress in learning equivalent to the progress expected in each cycle at school. The learning project must target the development of competencies in English (language of instruction, if the learning project incorporates English Language Arts), French (language of instruction or second language) and Mathematics each year. For the subjects in Science and Social Sciences, parents have a certain degree of flexibility as to when prescribed content is taught within a cycle, except in Secondary Cycle Two, where these subjects must be taught each year.

If parents believe that their child should be exempt from one or more subjects due to a disability, social maladjustment or learning difficulty, they may submit a request to their resource person. In the case of a child with a moderate to severe or a profound intellectual disability, parents may develop a learning plan based on the appropriate educational program ([CASP-I](#), [Challenges](#) or [EPPII](#)). No exemption may be granted in language of instruction, second language or mathematics.

5. Level(s) of instruction: Parents must indicate the level or levels of instruction for each subject targeted in the learning project. It is possible that the level or levels targeted by different subjects are not the same, that the child acquires learning usually covered during an entire cycle within a single year, or that content from a previous or subsequent year in the same cycle will be targeted.

6. Brief description of the activities chosen: Parents may wish to indicate any activities planned at the outset as part of the learning project, to show how the planned activities compare to those that have been completed.

7. Completed activities: Parents must indicate the activities that were completed to develop each competency targeted in the learning project.

Important information – Status report on the implementation of the learning project (Elementary and Secondary Cycle One) (cont.)

The Direction de l'enseignement à la maison recommends that parents keep evidence of learning on hand (including the date, learning context and educational aim). They are also encouraged to record and comment on any observations they have made, so that this information is available if needed. These comments and observations may also be useful when preparing the reports on the child's learning progress or the portfolio, if parents have chosen this evaluation method.

The **learning context** refers to the context in which a learning activity or project is carried out (e.g. formal, informal or real-life situation, time required for the task, resources and tools used, degree of independence, interest and motivation in the task, type of support provided).

The **educational aim** refers to what a child is expected to know and be able to do when carrying out an activity or project.

8. Approximate time allocated to the learning activities: The time allocated for learning activities refers to the duration and frequency of an activity, as well as the distribution of activities over time (e.g. total amount during a typical day, week or month), and this by subject.

9. Change(s) made to the learning project, if applicable: Any changes made to the learning project that do not directly affect the child's learning must be indicated in the status report. Such changes could pertain, for example, to how resources are used or how activities are carried out.

However, **parents must inform the Minister of any substantial change made to the learning project within 15 days.** For this purpose, an email explaining the change must be sent to the resource person assigned to the family. A substantial change is any major change made to the planned learning, irrespective of how the learning is acquired. This may be a change to the planned learning for one or several subjects, such as when learning activities are dropped partially or completely. A substantial change may be necessary for health reasons or another reason that limits the possibility of acquiring the learning. Parents can contact their resource person if they have any doubt about the nature of a change or the actions to be taken as a result of a change.

10. Other subjects, knowledge or competencies: Some elements of learning complete and enrich a child's existing knowledge. Activities that foster such learning may include computer courses, lifeguard or babysitter training, learning a sign language or another language, wilderness orientation, crafts, horticulture, mechanics, farming or martial arts.