



Elementary and Secondary Cycle One

Year:

The () symbol indicates important information. Click on it to display the information.

A complete list of important information is presented below.

Important information

Parents must send the Minister a document describing the child's learning project and must implement the learning project:

- on or before September 30 of each year
- if the child stops attending an educational institution at any time during a school year, within 30 days of that time

Parents who require assistance in preparing the learning project may contact the Direction de l'enseignement à la maison (DEM).

The DEM provides a Homeschooling Requirements document.

1. Learning project: The learning project is a document that describes the learning to be acquired and the competencies of the Québec Education Program (QEP) to be developed. In short, it represents the planning for the year.

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. Grade level: The grade level corresponds to the school year in which the child would be enrolled according to their age if they were attending a school.

4. Description of the chosen educational approach: The educational approach refers to the guidelines that govern the parents' educational choices and that reflect their educational vision, ideas or philosophy.

5. Approximate plan of the time allocation for the learning activities: Parents must indicate the approximate time allocated to carrying out the learning activities. For example, this could refer to the number of hours per day or week, or to the distribution of subjects and activities over the course of a typical day, week or month.

6. Method(s) for evaluating the child's progress: Parents must indicate the method(s) that will be used to evaluate their child's learning for each compulsory subject targeted by the learning project. They are responsible for taking the necessary steps involved in conducting such evaluations.

Homeschooled children are required to take the examinations set by the Minister under the *Homeschooling Regulation* (CQLR, c. I-13.3, r. 6.01).

The following evaluation methods are available to parents:

- **Evaluation by the school service centre or school board:** Parents may choose to have their child evaluated by the school service centre or school board with jurisdiction, in accordance with the procedures established by that school service centre or school board.
- **Evaluation by the holder of a teaching licence:** Parents may choose to have their child evaluated by a person who holds a teaching licence issued by the Minister, as set out in the *Regulation respecting teaching licences* (CQLR, c. I-13.3, r. 2.01). The DEM provides, upon request, a reference document entitled *Evaluations Conducted in a Homeschooling Context by the Holder of a Teaching Licence* intended for parent-educators.
- **Evaluation by a private educational institution:** Parents may choose to have their child evaluated by a private educational institution governed by the *Act respecting private education* (CQLR, c. E-9.1), in accordance with the procedures determined by that institution.

- **Examination set by the Minister:** A homeschooled child is required to take the examinations set by the Minister according to the language of instruction and level of instruction for each subject. It should be noted that compulsory examinations are administered in Elementary 4 in the French sector (Français, langue d'enseignement) and in Elementary 6 in both sectors (Français, langue d'enseignement or English Language Arts; and Mathematics). A compulsory examination is also administered in Secondary II in the French sector (Français, langue d'enseignement, écriture). The level of instruction for each subject, as indicated in the learning project, makes it possible to determine which examination(s) the child must take. For more information, consult the following page: <http://www.education.gouv.qc.ca/en/contenus-communs/parents-and-guardians/evaluation-of-learning-and-ministerial-examinations/>.
- **Portfolio submitted to the Minister:** Parents who choose the portfolio as an evaluation method must ensure that the submitted document respects the requirements set out by the DEM. The DEM provides a template that combines the portfolio with the completion report.

7. Organization(s) that will be involved in the student's learning: Parents must indicate whether one or more organizations will be contributing to their child's learning (e.g. tutoring centres, remedial education services, associations). If this is the case, parents must describe the extent of the contribution provided. Parents must also indicate if they do not anticipate any organization contributing to their child's learning.

8. Support from a school service centre or school board: Parents are responsible for communicating with the school service centre or school board with jurisdiction and for providing a copy of the learning project when requesting support. This request could include free access to textbooks, instructional materials or certain complementary services. It could also relate to an evaluation in order to obtain the credits required to earn a diploma recognized by the Minister. School service centres and school boards are responsible for establishing the terms and conditions under which they provide support to homeschooled children.

9. Request for access to instructional materials: Basic instructional materials cover the essential aspects of a given program of study. These materials include a student textbook and, usually, a teacher's guide. Not included are documents in which students write, draw or cut out.

10. Subjects: The QEP establishes the compulsory and optional programs of study for all children and students in Québec. The learning project must provide for varied and engaging activities every year. These activities must focus on the application of the programs of study for subjects in the language of instruction and the second language, depending on the parents' choice, (one in French and the other in English). The same applies for the compulsory subjects in the subject area of Mathematics, Science and Technology and in the subject area of Social Sciences, chosen from among the subjects that are taught during the cycle of instruction in which the child would be if the child were attending school. 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.

In the case of a child with a moderate to severe or a profound intellectual disability for whom the QEP is out of reach, parents may develop a learning project based on the appropriate educational program ([CASP-I](#) or [EPPII](#)). In such cases, the DEM must conduct a thorough analysis of the child's needs and abilities in order to recommend the appropriate education program according to the child's profile and situation.

If parents of a child with a disability or experiencing difficulties believe that an exemption from one or more subjects is warranted, they may submit a request to their resource person. It should be noted that an exemption is an exceptional and temporary measure. Additionally, no exemption may be granted in Français, langue d'enseignement, English Language Arts, French as a Second Language or Mathematics.

11. Level(s) of instruction: Parents must indicate the level of instruction for each subject targeted in the learning project. It is possible that the level(s) of instruction differ from the grade level.

12. Brief description of the activities chosen: Parents must indicate the activities and projects chosen to acquire the knowledge and develop the competencies targeted in the learning project. A brief description of planned activities and projects must therefore be provided for each subject. However, parents are not required to submit all of the planned learning activities.

The DEM 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. 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.

13. The educational resources that will be used: Educational resources include pedagogical, material, cultural, scientific, sports as well as human resources that are used by parents and children as part of teaching and learning activities. It is important to indicate which resources are used in the various subjects targeted by the learning project to provide context to the activities that are described.

14. Other subjects, knowledge or competencies: Some elements of learning complete and enrich a child's existing knowledge. Activities that foster such learning may include, for example, projects for the development of digital competency, computer courses, lifeguard or babysitter training, or martial arts.

15. Additional notes: This section allows parent-educators to write down any other information they may deem relevant. If needed, they may attach appendices to the learning project.

16. Developed by: Parent-educators are responsible for developing the learning project, which means, among other things, that they must be able to comment on their child's learning plan and progress.

Change(s) made to the learning project: During the implementation of the learning project, parents may make changes to their plan that they deem relevant. Such changes could pertain, for example, to adding a tutoring service or a change in the choice of a resource or evaluation method used for a subject. Parents inform their resource person of these changes or indicate them in the status report, if necessary.

Only **substantial changes** made to the learning project must be reported to the Minister within 15 days by written notice. A substantial change is any major change made to the planned learning, irrespective of how the learning is acquired. It may be necessary for health reasons or another reason that limits the possibility of acquiring the learning. A substantial change could include changing the level of instruction or partially or completely dropping the planned activities for one or more subject.

Last name:		First name:	
Date of birth (year-month-day):		Permanent code (if applicable):	
School service centre or school board with jurisdiction:  2			
Declaration of eligibility for instruction in English: <input type="checkbox"/> Yes <input type="checkbox"/> No		Grade level:  3 Elementary <input type="checkbox"/> Cycle One, Elementary 1 <input type="checkbox"/> Cycle One, Elementary 2 <input type="checkbox"/> Cycle Two, Elementary 3 <input type="checkbox"/> Cycle Two, Elementary 4 <input type="checkbox"/> Cycle Three, Elementary 5 <input type="checkbox"/> Cycle Three, Elementary 6 Secondary <input type="checkbox"/> Cycle One, Secondary I <input type="checkbox"/> Cycle One, Secondary II	
Last level of educational services received from an educational institution: <input type="checkbox"/> Not applicable <input type="checkbox"/> Elementary 1 <input type="checkbox"/> Elementary 3 <input type="checkbox"/> Elementary 5 <input type="checkbox"/> Secondary I <input type="checkbox"/> Kindergarten <input type="checkbox"/> Elementary 2 <input type="checkbox"/> Elementary 4 <input type="checkbox"/> Elementary 6 <input type="checkbox"/> Secondary II If applicable, the date on which the student stopped attending an educational institution:			

Profile of the child and general learning context (optional section)

Strengths, interests, challenges, difficulties, examples of learning aids or any other relevant information:

Planning of learning and evaluation

Start date of the implementation of the learning project (year-month-day):
Description of the chosen educational approach:  4
Approximate plan of the time allocated to the learning activities:  5

Subject	Evaluation by the school service centre or school board	Evaluation by a private educational institution	Portfolio submitted to the Minister	Compulsory examinations set by the Minister	Evaluation by the holder of a teaching licence	The first and last name of the holder of the teaching licence, if known
<input type="checkbox"/> Français, langue d'enseignement (when French is the language of instruction) <input type="checkbox"/> English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> English as a Second Language <input type="checkbox"/> French as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Science and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Geography, History and Citizenship Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> History and Citizenship Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

In accordance with the programs of study established by the Minister and the Framework for the Evaluation of Learning, no evaluation is required in **Elementary Cycle One** Geography, History and Citizenship or Science and Technology. A comment on the child's progress in these two subjects will nevertheless be required in the mid-term and completion reports.

Yes No One or more organizations will be involved in the student's learning:

Name of organization 1:

Address (number, street, city and province):

Postal code:

Email address:

Telephone:

Extension:

Type of involvement:

Name of organization 2:

Address (number, street, city and province):

Postal code:

Email address:

Telephone:

Extension:

Type of involvement:

Support from a school service centre or school board (optional section) 

No request for support from a school service centre or school board

Request for access to instructional materials 

textbooks

other materials: _____

Request for access to complementary educational services

special education services

academic and career counselling and information

remedial education services

speech therapy services

psychoeducational services

psychological services

support services for the use of the documentary resources of the school library

Request for access to resources

auditorium and art rooms

library

sports and recreational facilities

science laboratory

computer laboratory

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 	Educational resources that will be used 
<p>Elementary</p> <p><input type="checkbox"/> English Language Arts</p> <ul style="list-style-type: none"> 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 <p>OR</p> <p><input type="checkbox"/> Français, langue d'enseignement</p> <ul style="list-style-type: none"> Lire des textes variés Écrire des textes variés Communiquer oralement Apprécier des oeuvres littéraires <p>Secondary Cycle One</p> <p><input type="checkbox"/> English Language Arts</p> <ul style="list-style-type: none"> 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 <p>OR</p> <p><input type="checkbox"/> Français, langue d'enseignement</p> <ul style="list-style-type: none"> Lire et apprécier des textes variés Écrire des textes variés Communiquer oralement selon des modalités variées 	<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>OR</p> <p>Secondary</p> <p><input type="checkbox"/> I</p> <p><input type="checkbox"/> II</p> <p><input type="checkbox"/> Other, specify: _____</p>		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<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>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>		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<p><input type="checkbox"/> Mathematics</p> <p>Elementary</p> <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 <p>Secondary Cycle One</p> <ul style="list-style-type: none"> Solves a situational problem Uses mathematical reasoning Communicates by using mathematical language 	<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><input type="checkbox"/> Science and Technology</p> <p>Elementary Cycle One</p> <ul style="list-style-type: none"> To explore the world of science and technology <p>Elementary Cycles Two and Three</p> <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 <p>Secondary Cycle One</p> <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 	<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>		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<p>Elementary</p> <p><input type="checkbox"/> Geography, History and Citizenship Education</p> <p>Cycle One:</p> <ul style="list-style-type: none"> • To construct [their] representation of space, time and society <p>Cycles Two and Three:</p> <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 <p>Secondary Cycle One</p> <p><input type="checkbox"/> Geography</p> <ul style="list-style-type: none"> • Understands the organization of a territory • Interprets a territorial issue • Constructs [their] consciousness of global citizenship <p>AND</p> <p><input type="checkbox"/> History and Citizenship Education</p> <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 	<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>_____</p>		

Other subjects, knowledge or competencies	Brief description of the activities chosen
<input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	

Developed by:	
Email:	Telephone:
Date (year-month-day):	

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<p><input type="checkbox"/> Physical Education and Health</p> <p>Elementary</p> <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 <p>Secondary Cycle One</p> <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 	<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>_____</p>		
<p><input type="checkbox"/> Ethics and Religious Culture</p> <p>Elementary</p> <ul style="list-style-type: none"> Reflects on ethical questions Demonstrates an understanding of the phenomenon of religion Engages in dialogue <p>Secondary Cycle One</p> <ul style="list-style-type: none"> Reflects on ethical questions Demonstrates an understanding of the phenomenon of religion Engages in dialogue 	<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>_____</p>		

Sexuality Education and Academic and Career Guidance (optional in a homeschooling context)

Content	Level(s) of instruction	Learning planned	Activities chosen
<input type="checkbox"/> Sexuality Education	Elementary <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <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: _____		