



**Brief presented
by the
Leadership Committee for English Education in Quebec**

**to
M Sébastien Proulx
Minister of Education**

regarding the

Draft Regulations for Homeschooling

May 2018

The Leadership Committee for English Education in Québec (LCEEQ) is a collaborative professional learning community established for the purpose of promoting educational leadership in response to the needs of the English Educational Community of Québec. The Committee is comprised of thirty-one members appointed by the organizations which they represent:

- The Directors General of the English School Boards (ADGESBQ/ADGCSAQ)
- Representatives of the nine public English School Boards
- Special Status School Board representatives (Cree, Littoral)
- Independent School Associations' Table (ISAT)
- Administrators of Complementary Educational Services (ACES)
- Provincial Organization of Continuing Education Directors English (PROCEDE)
- Association of Administrators of English Schools of Québec (AAESQ/AEAQ)
- Québec Provincial Association of Teachers (QPAT/APEQ)
- Fédération des professionnelles et professionnels de l'éducation du Québec (FPPE)
- English Colleges Steering Committee (Cégep)
- English Universities of Québec

Being an action-oriented organization that is committed to the strategic growth and sustainable success of the English Educational Community in the province of Québec through ongoing communication, the identification of opportunities and challenges, and the mobilization of people and resources, the LCEEQ wishes to deposit its feedback on the Draft Regulations for Homeschooling.

The proposed changes to the Education Act raise several questions and serious concerns given the ever-increasing demands made of the existing school system:

- ❖ What would be the communication mechanisms in place to ensure that School Boards are informed of active homeschooling cases, non-active, and those in question for review?
- ❖ In article 4, there is an indication of two homeschooling streams, one which reflects the mandate of the QEP to qualify a student for graduation, and one which does not. Does not the latter stream exclude parents from their legal responsibility to ensure their child is educated, and will this decision contribute to the dropout rate in Quebec?
- ❖ In article 5, there is clear direction as to submission of the educational project, yet who will support a parent in the definition of the pedagogical approach, subject appropriate time-allocation, relevant resources, and an appropriate means of evaluation? Being that School Boards are responsible for the implementation and support of the QEP, LCEEQ feels such Boards are better qualified to oversee the development of any educational project, particularly since they will be expected to evaluate the homeschooled student's progress. Additional resources would be needed by Boards to accommodate this additional responsibility.

- ❖ Article 9 indicates that a parent can make a change as they deem appropriate, and any substantial change would require notification to the Ministry. LCEEQ feels that this article is too vague. What constitutes a “substantial change”, for example? Our position is that parents have the best interests of their child(ren) in mind, but we do argue that changes to an educational plan should be guided by experts in education.
- ❖ The timing outlined in Article 10 is not appropriate. LCEEQ wishes to affirm that the structure of learning is time sensitive and reporting should be the same as it is in school, a schedule prescribed by the Ministry, to monitor the growth of the child.
- ❖ LCEEQ feels that monitoring all aspects of a child’s education, whether in our schools or at home, should be the responsibility of School Boards.
- ❖ How will the Ministry identify a problem that arises and how will it be supported? LCEEQ feels that if the Ministry is to oversee the educational project it should take this action with rigour reflecting research-based educational practices.
- ❖ It is stated in the Education Act that choices of evaluation are made by the teacher, the professional. LCEEQ is confused as to why the Ministry would allow parents who may not be educated in the field of pedagogy and instruction to make important choices that will define the success of a student.
- ❖ If a parent chooses evaluations that take place within a School Board, what is the communication process of the results. If these results are to be given to the parents, LCEEQ is concerned about subsequent communication between the parent and the Ministry, as well as record keeping responsibilities at the School Board.
- ❖ Ministry imposed exams are listed as one of the choices in Article 14. LCEEQ would require clarity in the fact that to *impose* and to *choose* are contradictory terms.
- ❖ Article 19 defines resources that will be made available by the School Board to parents of homeschooled children. LCEEQ is concerned that existing schools do not have enough resources for students attending classes and distributing those to homeschooled children will jeopardize the success of those students attending recognized schools. Furthermore, managing the distribution and collection of resources to families outside of the school will burden existing processes and school personnel, including the availability of consumable resources that vary from school to school.
- ❖ LCEEQ is seriously concerned about making existing complementary services available to homeschooled students. The Ministry must understand that these services are already lacking for students enrolled in our schools as there are frequently long waiting periods for eligible students to receive such services. School Boards would be in the undesirable position of having to prioritize requests for services from within their network, as well from homeschooling parents.

- ❖ If School Boards are to identify one school in which families who are homeschooling their children can use the facilities, how will this be coordinated? Will funding be provided to support said coordination and scheduling? LCEEQ would also like to remind the Ministry that the Anglophone School Boards are often spread across several regions. Will these Boards be required to identify a school in each region? Given safety concerns, how will schools providing services monitor the coming and going of homeschooled students and parents? How will schools accommodate requests for the use of these facilities?
- ❖ The purpose of homeschooling is to maintain a separate path from the regular public system. Schools, and the administration of schools, therefore, are by default not implicated in the parental choice to pursue homeschooling. Therefore, adding the responsibility to provide additional services to homeschool clients to facilitate and regulate their learning is, in effect, adding another layer of responsibility to the public system where the focus must be on the clients attending schools on a regular basis.

The LCEEQ believes that there are serious flaws to the proposed change in the Education Act as related to homeschooling and recommends that the Draft Regulations be withdrawn at this time.

Sincerely,



Geoffrey Hipps,
LCEEQ President