

# HOMESCHOOLING REQUIREMENTS

GUIDE FOR PARENT-EDUCATORS

Original Text in French



The *Charter of the French language* and its regulations govern the [consultation of English-language content](#).

**Coordination and content**

Direction de l'enseignement à la maison

Direction générale de l'enseignement privé et de l'enseignement à la maison

Sous-ministériat de l'excellence scolaire et de la réussite éducative

**Title of original document**

*Exigences en contexte d'enseignement à la maison : GUIDE D'ACCOMPAGNEMENT À L'INTENTION  
DES PARENTS-ÉDUCATEURS*

**English version**

Services linguistiques en anglais

Direction du soutien au réseau éducatif anglophone

Ministère de l'Éducation

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Ministère de l'Éducation

ISBN 978-2-550-95559-7 (print version, 2023)

ISBN 978-2-550-95558-0 (PDF, 2023)

ISBN 978-2-550-98341-5 (PDF, 2024)

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## **Welcome to the world of homeschooling!**

In this guide, you will find the distinguishing features of homeschooling. The choice of vibrant colours is representative of the variety and dynamism of experiences—every family has their own colour!

The circles and pictograms highlight the dedication families pour into this tremendous project. Similarly, this illustration calls to mind the concept of a satellite, evoking the sense of community and interrelationship that unites us in the pursuit of the common goal—the development of every child.

We hope this design will illustrate the endless possibilities homeschooling has to offer and the openness that inspires us all!

# INTRODUCTION

In Québec, a child who receives homeschooling<sup>1</sup> is exempt from compulsory school attendance, provided the homeschooling complies with the legal framework. This framework aims to ensure that homeschooling contributes to the development of a child's full potential, educational success and qualification in preparation for admission to higher education or integration into the job market.

This document describes the ministerial requirements<sup>2</sup> for homeschooling for the elementary and secondary levels. Among other things, it is intended to support you, as parent-educators, by explaining the expectations related to the various regulatory steps involved in the homeschooling process. It includes explanations, examples, tips and suggestions.

Additionally, tools are available to help you meet the various regulatory obligations. These tools are templates that may be used to prepare the learning project, the status report and the reports on the child's progress. You can find these templates on the [secure site for homeschool providers](#) and in [Homeschooling](#) section on the Québec.ca website. Explanatory videos are also available. You can watch them from the [Education DEM playlist on YouTube](#) (in French only). The videos in English are available on the secure site.



## Ministère's PDF forms

If you choose to use the Ministère's various forms in PDF format, you must use a recent version of Acrobat Reader to complete them. You can download the appropriate version of this program for free on the [Adobe website](#). To fill out the form, you must first save a copy to your desktop, then open it with Acrobat Reader. To have access to all its features, we do not recommend that you open the program from a tablet, a smartphone or in preview mode.

The Direction de l'enseignement à la maison (DEM) can answer your questions and assist you in preparing the documents that you must submit. The DEM can also act in an advisory capacity, particularly with respect to the activities, pedagogical resources, programs of study and progression of learning. Please do not hesitate to contact your resource person at any time should you have any questions.

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<sup>1</sup> Under the *Education Act* (CQLR, c. I-13.3), it is possible to submit a notice of intent for a child who receives homeschooling throughout the period in which school attendance is compulsory. This obligation applies from the first day of the school calendar of the school year following the year in which the child turns 6 years old until the last day of the school calendar of the school year during which the child turns 16 years old. Please note that a school year covers the period from July 1 of each year to June 30 of the following year.

<sup>2</sup> Various criteria are taken into account when determining whether a document complies with the ministerial requirements, such as the presence of relevant and sufficient information for each element required under the *Homeschooling Regulation* (CQLR, c. I-13.3, r. 6.01), the Québec Education Program (QEP) and certain guidelines defined by the Direction de l'enseignement à la maison (DEM).



## Secure site for homeschool providers

The [secure site for homeschool providers](#), available in the [Homeschooling](#) section on the Québec.ca website, is the best way to communicate with your resource person, submit documents throughout the year and access important documents and useful templates. If needed, consult the [User's Guide](#) or contact your resource person.

### List of abbreviations used

DEM	Direction de l'enseignement à la maison
POL	Progression of Learning
QEP	Québec Education Program
Regulation	<i>Homeschooling Regulation</i>
SB	School board
SSC	School service centre

### List of icons used



Examples



Tips



Review



Important

## HOMESCHOOLING SCHEDULE

The following table outlines the regulatory steps for homeschooling. It indicates the actions to take and the dates to respect based on when you started the homeschooling process.

Regulatory steps	Your child has been home since the beginning of the school year.	Your child stopped attending school during the school year.
ANNUAL NOTICE OF INTENT <sup>3</sup>	Send to the DEM <b>and</b> to the school service centre (SSC) or the school board (SB) <b>no later than July 1</b> .	Send to the DEM <b>and</b> to the SSC or the SB <b>within 10 days</b> from the day on which your child last attended school.
LEARNING PROJECT	Submission <b>and</b> implementation <b>no later than September 30</b>	Submission <b>and</b> implementation <b>within 30 days</b> from the day on which your child last attended school
MONITORING MEETING	Participation <b>during the year</b> (you and your child)	
STATUS REPORT	Submission <b>between the third and fifth month</b> after the implementation of the learning project	Submission <b>between the third and fifth month</b> after the implementation of the learning project <ul style="list-style-type: none"> <li>If your child stops attending school <b>between January 1 and March 31</b>, you must submit the status report <b>no later than June 15</b>.</li> <li>If your child stops attending school <b>after March 31</b>, the status report is <b>optional</b>.</li> </ul>
MID-TERM REPORT	Submission <b>between the third and fifth month</b> after the implementation of the learning project	Submission <b>between the third and fifth month</b> after the implementation of the learning project <ul style="list-style-type: none"> <li>If your child stops attending school <b>after December 31</b>, the submission of the mid-term report is <b>optional</b>.</li> </ul>
COMPLETION REPORT	Submission <b>no later than June 15</b>	
EVALUATION OF LEARNING	Submission of conclusions from evaluations conducted <ul style="list-style-type: none"> <li>If you selected the portfolio as the evaluation method, you must submit it to the DEM <b>no later than June 15</b>.</li> <li>You must carry out the other evaluation methods selected <b>before June 30</b> and send the conclusions from the evaluations conducted to the DEM <b>no more than two weeks following their completion</b>.</li> </ul>	

<sup>3</sup> You can use the [secure site](#), available in the [Homeschooling](#) section on the Québec.ca website, to send the annual notice of intent. You must also submit this notice to the SSC or SB that has jurisdiction.

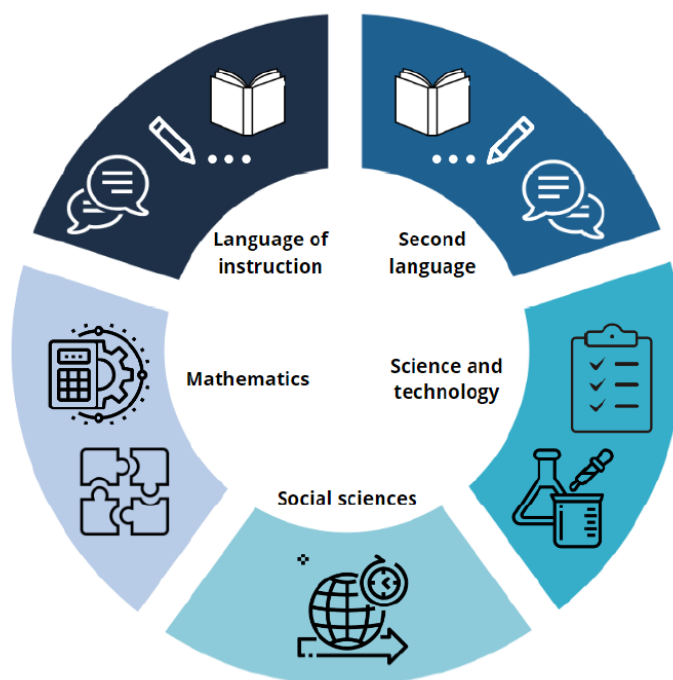
# 1 LEARNING PROJECT

The learning project represents the planning for the year and covers at least all compulsory subjects. It describes the learning to be acquired and the competencies of the [Québec Education Program](#) (QEP) to be developed. [Templates](#) for developing your child's learning project are available on the [secure site](#) and in the [Homeschooling](#) section on the Québec.ca website .

The learning project must provide, among other elements, varied and engaging activities, as well as the application of the programs established by the Minister for every compulsory subject: the language of instruction and the second language (one in French and the other in English), Mathematics, Science and Technology, and the subjects in Social Sciences.

The subjects in Personal Development and in Arts Education can also be included in the learning project. In Secondary Cycle Two, you can also add elective subjects<sup>4</sup> to your planning for the year.

The diagram below presents all the compulsory subjects that must be included in a learning project. The teaching of each subject must allow for a progression of learning equivalent to that applied in school.



Programs of study specify what is expected for each subject in the QEP. Subject-specific competencies and the content defined therein correspond to what must be taught and evaluated.

Each subject-specific competency is organized around components, knowledge, evaluation criteria and end-of-cycle outcomes. In addition, progressions of learning (POLs) are available for most of the subjects.

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<sup>4</sup> The list of elective subjects for which the Minister has established a program of study as well as the number of credits assigned to each of these subjects can be found in the [Annual Directives From the Minister](#).



These progressions complement the QEP and provide detailed information on the knowledge, skills, notions, concepts, strategies and techniques that children must acquire and use each year. The QEP and the POLs are prescriptive; they help teachers and parent-educators plan teaching and evaluation.

If you believe that your child should be exempt from one or more subjects because of a handicap or a learning difficulty, you may submit a request to the DEM. To obtain the form provided for this purpose, go to the [secure site](#) or contact your resource person.

The requirements related to the learning project are explained in the following pages.

## 1.1 Description of the chosen educational approach

You must describe the educational approach(es) chosen. These approaches demonstrate your view of teaching and learning. They can be adapted to your child's needs and interests and to your family context.



For example, you could choose an interdisciplinary or project-based approach, outdoor education, self-directed learning or an approach that integrates online courses or that promotes the use of workbooks and textbooks.

## 1.2 Brief description of the activities chosen

You must describe the activities and projects that you have chosen to carry out during the year in order to implement the targeted programs of study. This brief description helps with planning the resources that you will use for the learning to be acquired and the competencies to be developed in each compulsory subject targeted in the learning project.

It is not necessary to describe all the activities and projects planned for the year. However, it is important to include enough activities and projects to provide a good overview of what you will be doing to develop the various competencies of the compulsory subjects. It is also likely that an activity or project will allow for additional learning in multiple subjects.

In addition to the planned activities and projects, there will be many learning opportunities that present themselves throughout the year. Keep in mind what your child needs to know and be able to do at the end of a certain period of time to ensure that the activities and projects, both planned and unplanned, meet the learning goals.



## Examples

Here are some examples of activities or projects for English Language Arts. It is worth noting that they can be adapted to various levels of instruction, needs and interests.

- Summarizing a book aloud or in writing (e.g. picture book, novel, folk tale, legend, fable, story, short story, comic book)
- Doing research and a presentation by referring to various texts (e.g. scientific or newspaper articles)
- Analyzing texts through questions and answers using the workbook [name of workbook]
- Participating in a reading group
- Listening to literary podcasts and discussing them with the family
- Reading aloud to work on intonation, punctuation and flow
- Producing various types of texts depending on the situation (e.g. story, letter, diary, blog, poem, summary, short story, book or comic strip; argumentative, descriptive, narrative, expository, theatrical or opinion text)
- Learning new grammar rules using the workbook [name of workbook]
- Using educational games like [names of educational games]
- Having a discussion and taking a stance after watching a film, an interview or an online video clip
- Giving an oral presentation on a chosen topic in front of family and friends
- Formulating a critique after reading a new novel or after visiting the museum or the theatre
- Debating on a chosen topic



## Review

Here are some questions to consider **after having described the activities and projects chosen**:

- ✓ Have I planned several activities or projects according to the level of instruction for each subject?
- ✓ Are the activities and projects varied? Do they cover all the subject competencies?
- ✓ Have I given enough details about the activities and projects?
- ✓ Have I clearly explained what I intend to work on using a workbook, an app or a website?

## 1.3 Other subjects, knowledge or competencies

If applicable, indicate any targeted learning beyond that which is compulsory.



For example, this could include activities or projects for developing digital skills;<sup>5</sup> babysitting courses; lifeguarding courses; piano or dance lessons; or courses in orienteering, mechanics or martial arts; cooking workshops or lessons in a new language.

## 1.4 Educational resources that will be used

You must indicate the educational resources that you will use for each subject.



For example, these could include material resources (e.g. workbooks, textbooks, other types of books, anthologies, educational games, magazines), digital resources (e.g. websites, applications), human resources (e.g. tutors, specialists) or cultural and scientific resources (e.g. museums, libraries, theatres, workshops).

### Tips

Here are some strategies for using educational resources: You can:

- make a request to your SSC or SB to borrow school textbooks or educational materials, or to access complementary educational services and certain other services (subject to availability)
- share or exchange materials with other parents
- use interlibrary loan and other library services
- consult various blogs and websites with resources for your child or yourself, related to your role as parent-educators
- consult the resources proposed in this document or suggested by your resource person

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<sup>5</sup> For more information on this topic, you can refer to the [Digital Competency Framework](#). Several tools come with it, including a pedagogical guide, a template for planning pedagogical activities that integrate digital competency and a digital competency development continuum.

## 1.5 Organization(s) involved in your child's learning and their contribution

The name of and contact information for every organization that will be contributing to your child's learning must be indicated, if applicable. You must indicate if no organization will be contributing to your child's learning.



For example, the organization could be a tutoring centre, an organization that offers online courses or a remedial education association or service.

The role of this organization must also be briefly described.



For example, you could indicate that the organization provides places to meet and share resources; a space for mutual support; pedagogical, organizational or legal advice; conferences; activities or field trips; workshops to support learning French, etc.



### Important

As parent-educators, you are responsible for implementing the learning project, regardless of the contribution of the organizations involved. This means, among other things, that you must be able to comment on your child's learning plan and progress.

## 1.6 Approximate plan of the time to be allocated to the learning activities

You must provide an approximate plan of the time to be allocated to the learning activities. The plan can be set out in terms of weeks or days. Although the schedule might vary in a homeschooling context, it is meant to provide an overview of the planning and the routine.



In addition to the number of hours allocated to the learning activities per month, per week or per day, the plan can include, for example, a typical day or other regular activities (e.g. online courses or tutoring twice a week). Some parents may choose to include a calendar.

## 1.7 Last level of educational services received from an educational institution

If your child has previously attended school, you must indicate the grade level of your child's last year of formal schooling. You must also indicate the date on which your child left their educational institution. If your child never attended school, simply indicate it.



For example, a child who is completing their second year of elementary school at home might have attended school in their first year of elementary school. This would make Elementary 1 the last level of educational services received.

## 1.8 Method(s) for evaluating your child's learning

You must indicate the evaluation method(s) that you have chosen from among those set out in the *Homeschooling Regulation*, to evaluate your child's learning in each compulsory subject.<sup>6</sup> The evaluation of your child's learning can be done by:

- the SSC or SB
- a private educational institution
- a holder of a teaching licence
- a portfolio submitted to the Minister
- an examination set by the Minister<sup>7</sup>

To evaluate all the subjects targeted in the learning project, it is possible, and sometimes even compulsory, to combine more than one evaluation method.



For example, here is what a plan of the evaluation methods for an Elementary 6 child might look like:

- a compulsory ministerial examination in English Language Arts
- a compulsory ministerial examination in Mathematics
- an evaluation or a report by the holder of a teaching licence for Français, langue seconde
- a portfolio for Science and Technology and for Geography, History and Citizenship Education submitted to the Minister

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<sup>6</sup> In accordance with the programs of study established by the Minister and the Framework for the Evaluation of Learning, no formal evaluation is required in Elementary Cycle One Geography, History and Citizenship or Science and Technology. Comments on the child's progress in these two subjects are nevertheless required in the mid-term and completion reports.

<sup>7</sup> Information on ministerial examinations is provided in Section 1.8.1, on pages 15 and 16.

Depending on the evaluation method(s) you have chosen, you must take different actions. The table below describes the actions to take throughout the implementation of the learning project based on the evaluation method(s) chosen. Additional information is available in the *Evaluation of learning* section of this document (see table on page 26).

Evaluation method	Actions to be taken
By the SSC or SB	Contact the SSC or SB as soon as possible to discuss options.
By a private educational institution	Contact the private educational institution governed by the <i>Act respecting private education</i> (CQLR, c. E-9.1) as soon as possible to discuss options.
By the holder of a teaching licence <sup>8</sup>	Provide the required information to the DEM so it can validate the teaching licence of the person(s) chosen.
By a portfolio <sup>9</sup> submitted to the Minister	Produce the portfolio and submit it to the DEM. Templates to help you prepare the portfolio are available on the <a href="#">secure site</a> or through your resource person.
By an examination set by the Minister:	If your child is required to take one or more ministerial examinations, contact the SSC or SB as soon as the implementation of the learning project has begun in order to: <ul style="list-style-type: none"> <li>• Inform them of the examination(s) your child is required to take.</li> <li>• Ask for a permanent code, if your child does not have one yet.</li> <li>• Ask for your child to have access to previous examinations, if needed.</li> <li>• Ask for your child to participate in any preparatory activities, if needed.</li> <li>• Submit a request for adapting the conditions for administering a ministerial examination, if needed. The request form for adapting the conditions for administering a ministerial examination is available on the <a href="#">secure site</a> or through your resource person.</li> </ul>

<sup>8</sup> The evaluation of learning conducted by a holder of a teaching licence is based on their professional judgment. They have the necessary skills to determine the appropriate evaluation practices and procedures for the situation. A reference document for this evaluation method is available on the [secure site](#) or from your resource person.

<sup>9</sup> It should be noted that the portfolio submitted to the Minister cannot be used to obtain credits toward a Secondary School Diploma. However, the school service centres, school boards and private education institutions may agree, in their terms and conditions, to the use of the portfolio to evaluate the child's learning.

### 1.8.1 Examinations set by the Minister: Additional information

In Québec, students and homeschooled children take examinations under set conditions. Each year, the Ministère publishes an official examination schedule that must be followed.

In a homeschooling context, school service centres and school boards are responsible for administering these examinations. Some parent-educators turn to a private school governed by the *Act respecting private education*. It is important to contact the institution in question to learn about its evaluation methods.

[Guides for parents](#) and [information documents](#) provide complete information on the examinations. They allow you, among other things, to find out the competencies that are evaluated, to learn the way in which the exams are administered, to see examples of questions and their answers, and to consult the evaluation rubrics. Taking the time to read them will help you become familiar with the types of tasks and their level of difficulty.



#### Secondary School Diploma and credits

In order to obtain a Secondary School Diploma, homeschooled children are subject to the same certification regulations as those who attend school. They must obtain 54 credits in Secondary IV and V, at least 20 of which are earned in Secondary V.

Please note that successfully passing a ministerial examination does not automatically grant credits for the subject. For most subjects where a uniform examination is planned, an evaluation by the school, SSC or SB is required for the competencies that are not targeted by the exam. Moreover, for subjects where there is no ministerial examination, other evaluations must be planned and carried out.

It is therefore important to contact the SSC, the SB or the private educational institution to learn about the applicable standards and methods for the evaluation leading to earning credits and to establish a plan for the certification of studies. Arrangements can be made as soon as the child begins their learning at the Secondary III level.

The following tables list all the examinations set by the Minister, that is, compulsory examinations and uniform examinations. They set out the examination(s) your child is required to take according to their language of instruction and level of instruction for each subject.

Education level	COMPULSORY examinations set by the Minister	Competency or competencies evaluated <sup>10</sup>
Elementary 4	Français, langue d'enseignement	Lire et écrire
Elementary 6	Français, langue d'enseignement	Lire et écrire
	When English is the language of instruction: English Language Arts	Reading and writing
	Mathématique	Résoudre et raisonner
	When English is the language of instruction: Mathematics	To use mathematical reasoning To solve a situational problem
Secondary II	Français, langue d'enseignement	Écrire

Education level	UNIFORM examinations set by the Minister	Competency or competencies evaluated
Secondary IV	Mathématique (SN, TS ou CST)	Raisonner
	When English is the language of instruction: Mathematics (SN, TS or CST)	Uses mathematical reasoning
	Science (ST ou ATS)	Volet théorique
	When English is the language of instruction: Science (ST or AST)	Theory component
	Histoire du Québec et du Canada	Les deux compétences du programme
	When English is the language of instruction: History of Québec and Canada	The two competencies of the program
Secondary V	Français, langue d'enseignement	Écrire
	When English is the language of instruction: English Language Arts	Reading and writing
	Anglais, langue seconde, programme de base ou	Interagir et écrire
	Anglais, langue seconde, programme enrichi	Lire et écrire
	When English is the language of instruction: Français, langue seconde, programme de base ou	Interagir, lire et écrire
	Français, langue seconde, programme enrichi	Lire et écrire

<sup>10</sup> The [Guides for parents](#) provide the exact wording of the competencies evaluated by each examination. You can refer to the [program of study](#) of the subject in question for useful details, including the meaning of the competencies evaluated, their components, evaluation criteria and end-of-cycle outcomes.



## Important

During the implementation of the learning project, you can make changes to your plan. You must, however, inform your resource person of those changes. Details about the type of changes made to the learning project and the actions to be taken are indicated under the *Status report* section of this document (see table on page 21).

The DEM recommends that you keep some dated traces of learning. It also invites you to record your observations and comments as you go along and to share them during the monitoring meeting. The traces of learning and annotations are also useful in preparing the reports on your child's learning progress.

## Review

Here are some questions to consider after preparing and **before submitting your child's learning project**:

- ✓ Does my planning for the year include a variety of activities and resources that cover the competencies for each compulsory subject?
- ✓ Does my planning for the year indicate the educational approach chosen, the approximate plan of the time allocated to learning activities and the evaluation method(s) to be used for each compulsory subject?
- ✓ Does my planning for the year indicate the name of and contact information for the organizations that will be contributing to my child's learning, the last level of educational services my child received and any other relevant information?
- ✓ Does the learning project provide a good overview of what will be implemented this year to allow my child to acquire knowledge and to develop the various competencies of the compulsory subjects?

## 2 MONITORING MEETING

During the year, a monitoring meeting will be held with you, your child and your DEM resource person.<sup>11</sup> This meeting is an opportunity to discuss the educational experience, the implementation of the learning project and your child's learning progress. You and your resource person must agree on the logistics of this meeting.

### 2.1 Sharing of observations

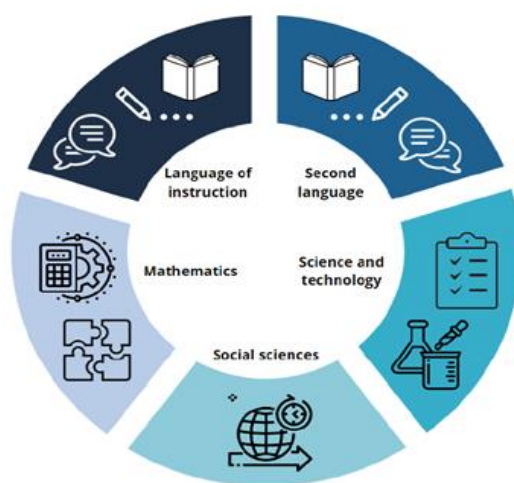
During the monitoring meeting, you must be able to report on your child's learning project and learning progress in each compulsory subject. If an organization will be contributing to your child's learning, the DEM recommends that you collect all relevant information before the meeting in order to be able to discuss your child's learning progress with your resource person during the monitoring meeting. It may be helpful to record your activities on a regular basis, to write down your comments directly on the traces of learning or to record them in a notebook.

### 2.2 Traces of learning

You must present traces of learning for the different competencies of compulsory subjects. These traces of learning demonstrate the rich nature of the educational experience seen at home and support the discussion of your child's learning project and learning progress. This discussion can also, if necessary, lead to sharing teaching and learning strategies, use of resources, evaluation methods, etc.

Your child may be involved when selecting and presenting the traces of learning. By asking them to participate in the preparation of their traces of learning, no matter their age, you are giving them the opportunity to better understand their own learning, for example by identifying their strengths and areas that can be improved. This could also bring them to think about the new challenges to come.

If needed, other meetings could be held if you encounter some difficulties in the implementation of the learning project or if your child is not making adequate progress. Specific expectations will be given to you by your resource person depending on the situation. For example, they could provide you with suggestions or recommendations to help address certain difficulties.



<sup>11</sup> A person of your choice can accompany you to the monitoring meeting. Please let your resource person know if this is the case.

## Examples

Here are some examples of traces of learning that may be presented during a monitoring meeting:

- Writing activities and exercises
- A reading or writing journal
- A lapbook (thematic album)
- Activities involving solving math problems
- Research
- A notebook with scientific observations or experiments
- A timeline
- Concept maps
- Artistic works
- Activities or exercises from a workbook or another source
- Photos of activities, projects or experiences
- Audio and video recordings
- Rating and self-evaluation rubrics

## Tips

If your monitoring meeting is to take place by videoconference, the DEM recommends that you scan or take photos of the traces of learning so that they will be easier to see. You can upload them on [your secure site](#), ideally in a single attachment, before the meeting.

## 3 STATUS REPORT

The status report is a document that describes the implementation of the learning project. [Templates](#) to help you produce this document are available on the [secure site](#) and in the [Homeschooling](#) section on the Québec.ca website.

### 3.1 Completed activities

The activities or projects that were completed for each subject must be indicated whether or not they were initially planned in the learning project.



For example, you could indicate the books read; chapters from a workbook, written work or experiments completed; field trips taken; and activities and projects carried out at the time the document is submitted.

### 3.2 Approximate time allocated to the learning activities

You must indicate the approximate time allocated to carry out the learning activities for each subject, whether or not it differs from the time originally planned in the learning project.





The approximate time may, for example, be indicated as the number of hours per week. You may also specify the duration and frequency of an activity, as well as the distribution of activities over time (e.g. total amount during a day, week or month).

### 3.3 Change(s) made to the learning project

You must indicate the changes that have been made to the learning project, if any. If the learning project is proceeding as planned, you must indicate that no changes have been made.

The following table provides details on the types of changes and the actions to be taken. You can contact your resource person if you have any doubt about the nature of a change or the actions to be taken as a result of a change.

Type of change	Details	Actions to be taken
Minor change	<p>A change is minor when the learning project remains representative of the educational experience despite the change.</p> <p> This may include, for example:</p> <ul style="list-style-type: none"> <li>• a change in the choice of a resource or evaluation method used for a subject</li> <li>• adding tutoring services</li> </ul>	<p>You must indicate in the status report the changes made in the learning project.</p> <p>If you have already submitted the status report, then you must inform your resource person of the changes made in the learning project.</p>
Substantial change	<p>A change is substantial when the learning project is no longer representative of the educational experience because of the change.</p> <p>A substantial change is any major change made to the planned learning, irrespective of how the learning is acquired.</p> <p> This may include, for example:</p> <ul style="list-style-type: none"> <li>• a change in the level(s) of instruction</li> <li>• partially or completely dropping the planned activities for one or more subjects</li> </ul>	<p>You must submit to your resource person a <b>written notice</b> of any substantial change <b>within 15 days</b>.</p> <p>A form for this purpose is available on the <a href="#">secure site</a> or from your resource person.</p>

## Review

Here are some questions to consider **before submitting your child's status report**:

- ✓ Have I indicated the activities and projects carried out since the beginning of the implementation of the learning project for each subject?
- ✓ Have I indicated the approximate time allocated to learning activities for each subject?
- ✓ Have I indicated the minor changes made to the learning project since the beginning of its implementation for each subject?

## 4 REPORTS ON YOUR CHILD’S LEARNING PROGRESS (mid-term and completion reports)

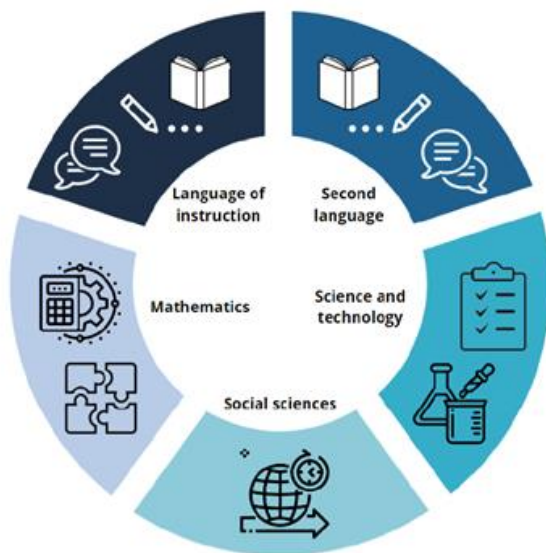
Reports on your child’s learning progress are documents in which you provide comments on your child’s learning progress and indicate the evaluations conducted for each compulsory subject. [Templates](#) to help you prepare these documents are available on the [secure site](#) and in the [Homeschooling](#) section on the Québec.ca website.

### 4.1 Evaluation method(s) used

You must indicate the evaluation method(s), chosen from among the five set out in the *Homeschooling Regulation*,<sup>12</sup> that you have used to evaluate your child’s learning. If no evaluation was conducted by the time the mid-term report is written, you can simply mention that it will be conducted by the end of the year and indicated in the completion report.

### 4.2 Comments on the status of the child’s learning progress

You are responsible for monitoring and commenting on your child’s learning progress in relation to the expected outcomes of the targeted programs of study.



In other words, your comments must demonstrate the learning-related changes that have occurred for the different competencies of the compulsory subjects. These comments must be personalized and sufficiently developed to show the progress your child has made, the difficulties they encountered or the lack of significant progress your child has made.

The child may participate in this exercise by reflecting on their own learning. Being involved would give them, among other things, the opportunity to become aware of their progress and set goals for themselves.

<sup>12</sup> The five evaluation methods set out in the Regulation and the actions to be taken for each of them are presented on pages 13-14 of this document. Other details are also provided on page 26, including what you need to submit based on the evaluation methods selected.

## Tips

Here are some helpful suggestions for preparing the reports on your child's learning progress. You can:

- use the subject-specific competencies of the programs of study (components, evaluation criteria and end-of-cycle outcomes)
- ask your child open questions on their learning or question them after they have completed an activity or project
- observe traces of learning taken from various works or activities and compare them with others from different times of the year
- regularly record your observations, feedback or discussions with your child and compare them with those from different times of the year
- discuss with tutors or other education professionals involved in your child's learning or review their annotations
- review completed evaluations, if applicable

## Example

Here is an example of comments on a child's learning progress in Mathematics in Elementary Cycle 3 (Elementary 6).

*When doing math exercises, our child usually does well with what is asked. Once he gets to word problems, he can sometimes still have a bit of trouble understanding which concepts to use and how to apply them the right way. Manipulatives help him a lot, especially for fractions. It's not always easy for him to associate a fraction with a percentage or a decimal, but with a model or when he follows the steps given to him, he succeeds. Activities related to geometry or measurement are still going well and he has learned how to use a protractor. However, the problems that involve converting hours into minutes, for example, are still difficult.*

*When he is solving more complex situational problems, our child can repeat what he understood of the problem and explain what he intends to do. He asks for less help than he used to when reading and understanding the problems. He is able to concentrate better on his mathematical reasoning by himself. We notice that he has less difficulty completing a problem that has many steps. With some help, he is able to recognize which concepts to use with more ease. His work still lacks clarity or organization, sometimes because he wants to go too quickly. Our child has finally learned his multiplication and division tables! He is comfortable with a calculator and uses it well when checking his calculations.*

## Tips

Here are a few ideas to help you word your comments on your child's learning progress for the different competencies of the compulsory subjects.

### *My child*

- *finds it increasingly easy to . . .*
- *finds it less difficult to . . .*
- *is more independent in . . .*
- *must work on . . .*
- *is now doing . . .*
- *is increasingly using . . .*
- *is capable of . . .*
- *is now able to . . .*
- *stands out by . . .*
- *continues to . . .*

### 4.2.1 Difficulties in your child's learning progress

Developing competencies requires time. They must be used regularly to make progress. Nevertheless, if your child has some difficulties progressing in one or more subjects, it may be helpful, at certain times, to evaluate the impact of your interventions in order to make adjustments, if necessary.

The knowledge and strategies that children must acquire as well as the competencies to be developed are well defined in the programs of study and the progressions of learning. Please note that the programs of study must be taught in their entirety.

That being said, you can be flexible and adaptable<sup>13</sup> by providing your child with different options, including:

- Content, i.e. what the task will focus on. For example, during learning activities, you can give your child various choices based on their interests (texts, problems, material, themes, etc.).
- Processes, i.e. ways of carrying out the task. For example, you can offer your child the possibility of completing certain tasks in the order that works best for them, offer periods of time to complete a learning activity, or modulate the amount of support provided.
- Structure, i.e. ways of organizing the task. For example, you can activate prior knowledge before explaining a task or highlight effective strategies.

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<sup>13</sup> For more information on this topic, you can refer to the document [Differentiated instruction - Helping all students achieve educational success. Complementary tool 1 of 3 – General examples of pedagogical flexibility](#). Several other tools are available on the [Québec.ca website](#).



- Projects, i.e. the results of the task. For example, you can vary the ways in which your child demonstrates their learning and understanding (orally, in writing, as a diagram or video, etc.).

You could therefore choose to indicate, in the mid-term and completion reports, how you plan to support your child's learning progress. New intervention strategies could therefore be tested. These could include, for example:

- changing teaching strategies or time management
- trying new resources or technological tools
- requesting remedial education or speech therapy services with the SSC or SB

In certain cases, it may be essential to adjust the interventions or learning conditions according to identified needs in order for the child develop the competencies and demonstrate their learning.

If you feel that your child is not able to meet the minimum requirements in one or more subjects, you should notify your resource person. A meeting will be scheduled to determine possible solutions based on your child's abilities in order to enable them to progress optimally in the development of their competencies. This meeting can also be arranged at the request of your resource person.

## Review

Here are some questions to consider **before submitting the reports on your child's progress**:

- ✓ Did I indicate the evaluation method(s) that were used for each of the compulsory subjects, if applicable?
- ✓ Did I write sufficiently developed and personalized comments for the different competencies of the compulsory subjects?
- ✓ Do my comments demonstrate the learning-related changes that have occurred (progress made or challenges to overcome) since the implementation of the learning project or since preparing the mid-term report, if applicable?

## 5 EVALUATION OF LEARNING


You must monitor your child's progress during the learning project using one or more evaluation methods.

### 5.1 Conclusions of the evaluation of learning

The conclusions of the evaluation of learning using one or more evaluation methods for each compulsory subject must be sent to DEM. You can submit these documents on the [secure site](#) or send them to your resource person.

These conclusions must, at a minimum, indicate where your child's learning stands in relation to the expected outcomes of the various programs of study.

The following table lists what you need to submit based on the evaluation methods selected.

Evaluation method	Documents to submit
<ul style="list-style-type: none"><li>• By the SSC or SB</li><li>• By a private educational institution</li><li>• By the holder of a teaching licence</li></ul>	Submit the conclusions of the evaluation (email, letter, PDF, copy of the report by the holder of a teaching licence) for each subject evaluated as soon as they are available. The child's name and the date on which the evaluation was conducted must be indicated.
By a portfolio submitted to the Minister	Submit the portfolio <b>no later than June 15</b> .  You can submit the portfolio and the completion report at the same time, in a single document. Optional templates are available on the <a href="#">secure site</a> .
By an examination set by the Minister	Submit a communication received from the SSC, SB or private educational institution (email, letter or PDF) or the achievement record issued by the Ministère following the administration of the examination.

## 5.2 Portfolio submitted to the Minister

The portfolio submitted to the Minister serves as a file for evaluation. If the portfolio submitted to the Minister is chosen as the evaluation method, it must include the parent-educators' evaluation of their child's learning and the representative and contextualized evidence of learning for each of the subjects evaluated.

### 5.2.1 Evaluation by the parent-educators

You must indicate where your child's learning stands in relation to the expected outcomes of the programs of study for each compulsory subject evaluated by the portfolio. This evaluation can be combined with comments.



Here are different ways you can write your evaluation:

- *My child exceeds the expected outcomes, meets the expected outcomes, is about to meet the expected outcomes, does not meet the expected outcomes.*
- *My child clearly meets expected outcomes, barely meets expected outcomes, falls short of expected outcomes.*
- *My child goes beyond the expected outcomes, needs no support to meet the expected outcomes, needs support to meet the expected outcomes, experiences difficulties despite receiving continued support.*

### 5.2.2 Representative and contextualized evidence of learning

In order to support your evaluation of your child's learning, you must present at least three pieces of evidence of learning per compulsory subject being evaluated.

Evidence of learning is a trace of learning that you have chosen from those that have been completed toward the end of the learning planned in the learning project. You select it because it is representative of your child's learning in a given subject.

The selected evidence of learning in each subject being evaluated must be:

- **relevant**, to demonstrate where your child stands in relation to the expected outcomes of the programs of study at the end of their learning planned in the learning project
- **diversified**, to cover the different competencies and knowledge acquired in the subject
- **dated and compiled** in a single document

**Evidence of learning shows what the child knows or what they can do or say at a given time.**

## Examples




Here are a few examples of evidence of learning that could be included in a portfolio:

- activities involving solving math problems
- writing activities and exercises
- a reading or writing journal
- a notebook with scientific observations or experiments
- examples of activities or exercises from a workbook or another source
- records of conversations between you and your child
- an observation checklist, an evaluation rubric or an assessment form
- audio and video recordings
- evaluations conducted by tutors
- evaluations conducted by professionals (e.g. remedial education, speech therapy)

In addition, the evidence of learning must be contextualized. For each representative evidence selected, you must give an idea of the context in which the learning took place at the time of the activity or project.

## Tips

Here are a few questions and examples that may help you specify the context in which each of the selected evidence of learning took place:

- **How did this activity unfold?**  
 For example, for a math problem, you could say that the activity was divided into steps and spaced out over several short periods.
- **What tools and resources were most useful for the child?**  
 For example, for a writing exercise, you could say that your child used an outline before writing, then typed and revised their text on the computer, using a spell checker and the reference tools available to them since the beginning of the year (dictionary and checklist).
- **To what extent was your child supported or what type of support did they receive?**  
 For example, for a scientific experiment, you could say that you supported your child by giving feedback at every step of their process, or that your child used their knowledge and skills to complete the experiment on their own.

In addition to the evidence of learning required, you can also integrate some traces of learning that you kept throughout the year to showcase certain pedagogical activities or to illustrate your child's progress.

### 5.2.3 *Self-assessments by the child (optional)*

Furthermore, you may include your child's self-assessment of their learning progress. This may consist of an overall assessment or one organized by subject. This self-assessment process allows the child to reflect on what they have learned and the way they learn. They can become aware of their strengths and play an active role in identifying the next challenges. These self-assessments could take the form of a text written by the child or an audio/video recording, or a text that you transcribe.

Here are different examples of information the child could include:

- identifying the learning they are especially proud of having acquired
- reflecting on the strategies or tools they used that were helpful in their learning process
- reflecting on the challenges that made certain learning particularly difficult to acquire
- reflecting on the learning that an activity has allowed them to develop
- identifying one or more learning goals
- identifying some of their accomplishments this year
- presenting an activity or project that they especially enjoyed
- identifying the elements to be improved next year
- explaining the reasons why they chose certain pieces of evidence of learning

## Review

Here are some questions to consider **before submitting your child's portfolio**:

For each compulsory subject being evaluated:

- ✓ Did I indicate where my child's learning stands in relation to the expected outcomes of the programs of study?
- ✓ Does the evidence selected prove what my child knows, can do and can express at this point? Is the evidence recent and sufficiently representative?
- ✓ Is the selected evidence of learning contextualized?

## 6 USEFUL DOCUMENTS AND RESOURCES

### Useful links for homeschooling

#### Secure site for homeschool providers

[enseignementmaison.education.gouv.qc.ca/em/app/esem:accueil-utilisateurs/en/a/login/?](https://enseignementmaison.education.gouv.qc.ca/em/app/esem:accueil-utilisateurs/en/a/login/?)

This secure platform is the best way to communicate with your resource person, submit documents throughout the year and access important documents. Should you have any technical problems, do not hesitate to contact your resource person or the DEM at the following address: [DEM-espacesecurise@education.gouv.qc.ca](mailto:DEM-espacesecurise@education.gouv.qc.ca).

#### Québec.ca website: Homeschooling section

[quebec.ca/en/education/preschool-elementary-and-secondary-schools/homeschooling](https://quebec.ca/en/education/preschool-elementary-and-secondary-schools/homeschooling)

This website offers information on homeschooling in Quebec, such as the process and the steps to follow, as well as the services offered to support parent-educators. It also provides links to useful templates, to a series of explanatory videos (in French only), and to the secure site for homeschool providers.

#### *Homeschooling Regulation*

[legisquebec.gouv.qc.ca/en/document/cr/l-13.3,%20r.%206.01](https://legisquebec.gouv.qc.ca/en/document/cr/l-13.3,%20r.%206.01)

The *Homeschooling Regulation* sets out certain conditions and procedures that must be respected for a child to be exempt from compulsory school attendance in order to receive homeschooling. It also stipulates how the Minister is to monitor homeschooling and how the school boards (SB) and school service centres (SSC) that have jurisdiction are to support children.

#### Québec Education Program

[quebec.ca/en/education/preschool-elementary-and-secondary-schools/quebec-education-program](https://quebec.ca/en/education/preschool-elementary-and-secondary-schools/quebec-education-program)

The Québec Education Program (QEP) and the progressions of learning are indispensable references with regard to the instruction to be provided and the evaluation to be carried out for all students and children subject to the QEP.

### Ministerial examinations: Guides for parents

[quebec.ca/en/education/preschool-elementary-and-secondary-schools/ministerial-examinations-evaluation-learning/ministerial-examinations/preparatory-documents/-guides-parents](http://quebec.ca/en/education/preschool-elementary-and-secondary-schools/ministerial-examinations-evaluation-learning/ministerial-examinations/preparatory-documents/-guides-parents)

The guides for parents provide information on the examinations set by the Minister. They present the structure of the exams and the administration procedures, as well as excerpts from past exams.

### Information documents on the examinations

[quebec.ca/en/education/preschool-elementary-and-secondary-schools/ministerial-examinations-evaluation-learning/ministerial-examinations/preparatory-documents/information-documents](http://quebec.ca/en/education/preschool-elementary-and-secondary-schools/ministerial-examinations-evaluation-learning/ministerial-examinations/preparatory-documents/information-documents)

These documents provide information on how the exams are conducted, the conditions under which they are administered, how they are marked and how the results are compiled.

## General pedagogical resources

### Alloprof

[alloprof.qc.ca/en/students](http://alloprof.qc.ca/en/students)    [Allo Prof YouTube channel](#) (in French only)

Alloprof helps students, parents and teachers by offering free professional and engaging services as well as various digital tools and resources. The *Homeschooling – Alloprof's Essential Resources Guide* is available on the [secure site](#) or from your resource person.

Alloprof offers, in both the Parents and Students sections, tips and information on topics such as stress management, academic motivation and physical activity.

### Open School

[ecoleouverte.ca/accueil](http://ecoleouverte.ca/accueil)

The Open School platform offers the public a range of fun digital educational resources that allow parents and children to carry out various activities in different subjects and at all grade levels.

### Télé-Québec en classe (in French only)

[enclasse.telequebec.tv/a-propos](http://enclasse.telequebec.tv/a-propos)

The Télé-Québec en classe education platform aims to foster academic success, encourage a love of learning, contribute to the development of young people's cultural knowledge and promote the use of effective teaching practices.

### **RÉCIT (in French only)**

[recit.qc.ca/](http://recit.qc.ca/)

RÉCIT is a network focused on student competency development through the integration of technologies, which lists its resources by subject area. This could include, for example, activities, projects, webinars, training sessions, self-directed training, pedagogical tools and rubrics.

### **RÉCIT Campus**

[campus.recit.qc.ca/?lang=en](http://campus.recit.qc.ca/?lang=en)

Initially intended for teachers, education consultants and school administrators, the RÉCIT Campus platform offers training on various subjects related to the Québec Education Program (QEP) and digital technology. The training is available to everyone.

### **Bibliothèque et Archives nationales du Québec**

[banq.qc.ca/banq-glance/](http://banq.qc.ca/banq-glance/)

Bibliothèque et Archives nationales du Québec (BANQ) provides the public democratic access to culture and knowledge. Its collections, activities and services are available online and in the 12 locations open to the public spread across Québec.

## **Pedagogical resources – Languages**

### **RÉCIT for Languages**

[domainelanguages.qc.ca/fr/](http://domainelanguages.qc.ca/fr/)

[domainelanguages.qc.ca/en/](http://domainelanguages.qc.ca/en/)

Français à la maison :

[sites.google.com/view/francaismaison/accueil?authuser=0](https://sites.google.com/view/francaismaison/accueil?authuser=0)

English as a Second Language (in French only):

[sites.google.com/view/ressourcesals/page-daccueil?authuser=0](https://sites.google.com/view/ressourcesals/page-daccueil?authuser=0)



**Apprenants en difficulté et littératie** (in French only)

[adel.uqam.ca/documents-a-telecharger/](http://adel.uqam.ca/documents-a-telecharger/)

On its website, the Apprenants en difficulté et littératie (ADEL) research team offers a variety of resources related to literacy (reading fluency, reading strategies, etc.), which you can find in the *Documents à télécharger* section.

**Constellations**

[constellations.education.gouv.qc.ca/#](http://constellations.education.gouv.qc.ca/#)

The Constellations pedagogical development platform is designed and produced by the Ministère de l'Éducation. It is intended to foster lifelong reading habits. It offers a wide and regularly updated selection of books and topics for exploration for preschool, elementary school and secondary school students.

**Centre de la francophonie des Amériques** (in French only)

[francophoniedesameriques.com/pedagogique](http://francophoniedesameriques.com/pedagogique)

The Centre de la francophonies des Amériques, a government of Québec organization, offers a wide range of free online pedagogical resources. These resources include the [Bibliothèque des Amériques](#) (in French only), which offers access to thousands of French-language digital books, as well as literary news and pedagogical materials.

**Spelling list** (in French only)

[quebec.ca/education/prescolaire-primaire-et-secondaire/programme-formation-ecole-quebecoise/primaire/francais-langue-enseignement#c233981](http://quebec.ca/education/prescolaire-primaire-et-secondaire/programme-formation-ecole-quebecoise/primaire/francais-langue-enseignement#c233981)

The Ministère de l'Éducation's spelling list includes a reference document with a selection of words to spell correctly for elementary school students, in addition to complementary activities.

**Literacy Today**

[literacytoday.ca/](http://literacytoday.ca/)

This site tackles the key issues involved in learning English Language Arts.

### **LEARN: Services for the English-speaking community**

[learnquebec.ca/home](http://learnquebec.ca/home)

LEARN is a non-profit educational organization that offers a wide range of information and resources to the English-speaking community in Québec.

Example of an interesting tool: *Differentiating Writing Across the Curriculum: Multiple Genres, Multiple Ways*

### **Abracadabra**

[literacy.concordia.ca/abra/fr/](http://literacy.concordia.ca/abra/fr/)

[literacy.concordia.ca/abra/en/](http://literacy.concordia.ca/abra/en/)

This website, available in French and English, features activities and books for young people learning to read and write.

## **Pedagogical resources – Mathematics, Science and Technology**

### **RÉCIT for Mathematics, Science and Technology** (in French only)

[recitmst.qc.ca/](http://recitmst.qc.ca/)

### **Éclairs de sciences**

[eclairsdesciences.qc.ca/en/](http://eclairsdesciences.qc.ca/en/)

The tools designed by Éclairs de sciences promote the [process of active discovery](#) as a teaching structure. The [activities and resources](#) presented, which are organized by cycles and by area, enable you to download a teaching guide and are often supplied with a model experiment notebook.

### **Le planificateur de sciences** (in French only)

[leplanificateurdesciences.org/sae](http://leplanificateurdesciences.org/sae)

This tool provides learning and evaluation situations in science and can also be used to design new ones.

### **AmazingMaths**

[amazingmaths.ulaval.ca/](http://amazingmaths.ulaval.ca/)

This website offers several activities for learning math in a fun way.

## Pedagogical resources – Other areas

**RÉCIT for the Social Sciences** (in French only)

[recitus.qc.ca/](http://recitus.qc.ca/)

[primaire.recitus.qc.ca/](http://primaire.recitus.qc.ca/) (Elementary)

[documents.recitus.qc.ca/](http://documents.recitus.qc.ca/) (Secondary)

[histoire.recitus.qc.ca/](http://histoire.recitus.qc.ca/) (Secondary III and IV)

**RÉCIT for Arts Education** (in French only)

[recitarts.ca/](http://recitarts.ca/)

**RÉCIT for Personal Development** (in French only)

[recitdp.qc.ca/](http://recitdp.qc.ca/)

**RÉCIT for Citizenship in the Digital Age** (in French only)

[citnum.ca/](http://citnum.ca/)

**Digital Competency**

[digitalcompetency.ca/](http://digitalcompetency.ca/)

This resource allows for the development of the 12 dimensions of digital competency and for carrying out pedagogical activities adapted to today's digital reality. Several tools are available, including a pedagogical guide, a template for planning pedagogical activities that integrate digital competency and a digital competency development continuum.

## Resources – Special education

### **RÉCIT for Inclusion and Special Education** (in French only)

[recitas.ca/](http://recitas.ca/)

[youtube.com/channel/UCasnKGf\\_yAE3zH4ecvXKaiQ](https://youtube.com/channel/UCasnKGf_yAE3zH4ecvXKaiQ)

The Service national du RÉCIT de l'inclusion et de l'adaptation scolaire aims to offer support and guidance through its website and YouTube channel.

### **Institut des troubles d'apprentissage** (in French only)

[institutta.com/](http://institutta.com/)

This institution aims to help young people of school age who have difficulties learning. It provides resources and tools (in French and in English) and holds events for parents.

### **Differentiated instruction – Helping all students achieve educational success**

[cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/ressources-pedagogiques/Differenciation-pedagogique-AN.pdf](http://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/ressources-pedagogiques/Differenciation-pedagogique-AN.pdf)

Differentiated instruction is aimed at helping all children to develop the competencies targeted by the Québec Education Program (QEP), regardless of their abilities, needs, interests, ages, backgrounds, aptitudes and skills. The Ministère developed a document on this subject that highlights pedagogical flexibility. In addition, it offers tools that give general examples of pedagogical flexibility and concrete examples related to various disciplines.

### ***Acting to Foster the Educational Success of Gifted Students***

[education.gouv.qc.ca/fileadmin/site\\_web/documents/education/adaptation-scolaire-services-comp/Reussite-educative-eleves-doues-AN.pdf](http://education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/Reussite-educative-eleves-doues-AN.pdf)

This ministerial document was developed to support the school network in its various actions. It explains what giftedness is and illustrates the wide variety of profiles for gifted students.

## Cultural resources

### **La Fabrique culturelle** (in French only)

[lafabriqueculturelle.tv/a-propos](http://lafabriqueculturelle.tv/a-propos)

This multi-format digital platform promotes Québec arts and culture.

### **Société des musées du Québec**

[musees.qc.ca/en/museums/](http://musees.qc.ca/en/museums/)

The website of the Société des musées du Québec (SMQ) brings together 300 museum institutions in Québec (museums, exhibition centres and interpretation sites), offering virtual tours and experiences.

### **National Film Board of Canada**

[nfb.ca/](http://nfb.ca/)

The National Film Board of Canada's (NFB) online viewing area features over 5000 titles. They can be viewed for free or rented.

## Well-being and positive mental health

### **Mental health in children and teenagers**

[quebec.ca/en/health/mental-health/mental-health-in-children-and-adolescents](http://quebec.ca/en/health/mental-health/mental-health-in-children-and-adolescents)

This section of the Québec government website provides information on mental health for young people and lists the help and programs available.

### **Academic assistance and well-being at school**

[quebec.ca/en/government/policies-orientations/strategy-provide-academic-assistance-support-well-being-at-school/parents](http://quebec.ca/en/government/policies-orientations/strategy-provide-academic-assistance-support-well-being-at-school/parents)

Parents are essential players in educational success. As role models, they foster the development of a set of skills that are conducive to their children's well-being. In this section, you will find tools that will help parents support their children. They are grouped according to different themes.

**100 degrés (in French only)**

[centdegres.ca/ressources/sante-mentale-chez-les-jeunes%E2%80%AF-enjeux-et-solutions](http://centdegres.ca/ressources/sante-mentale-chez-les-jeunes%E2%80%AF-enjeux-et-solutions)

This site covers topics related to health (eco-anxiety, sleep disorders, cyberaddiction, etc.) and makes a detailed information document available for download to better understand positive mental health and learn about initiatives that promote mental health in young people.

**Rain or shine**

[positivementalhealth.ca](http://positivementalhealth.ca)

This site provides tools to support the development of young people's social and personal competencies, as well as the creation of environments conducive to positive mental health.

**Tel-jeunes**

[teljeunes.com/en/about](http://teljeunes.com/en/about)

Tel-jeunes is a safe and confidential space where young people from Québec can discuss with a professional counsellor and be guided in their discoveries, first-time experiences and questions. This resource also provides information on various subjects that affect young people, a forum, a podcast and an information section for parents.

**Kids Help Phone**

<https://kidshelpphone.ca/>

Kids Help Phone is a 24/7 e-mental health service offering free, multilingual and confidential support across Canada. Its site provides mental health tips and information, crisis support, professional counselling, a list of support services and forums, among other things.

**Youth in Mind Foundation**

[fondationjeunesentete.org/en/ressource/understanding-mental-health/](http://fondationjeunesentete.org/en/ressource/understanding-mental-health/)

The Foundation's mission is to offset psychological distress in young people aged 11 to 18 in Québec. It offers teenagers and their parents online tools (articles, podcasts, memory aids, videos).

