



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE NUMBER
Home Schooling	306 (NEW) 823 (OLD)
<i>Directional Policy</i> #300 - Student Achievement and Well-being	

TITLE OF ADMINISTRATIVE PROCEDURE:

Home Schooling

DATE APPROVED:

2018

PROJECTED REVIEW DATE:

2023

DIRECTIONAL POLICY ALIGNMENT: Student Achievement and Well-being

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN: Under the vision for Serve, and the Strategic Priority of Inspiring engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens, this Administrative Procedure aims to encourage and facilitate vibrant School/Parish/Home relationships.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to a parent/guardian's right to provide home schooling for his or her child(ren). It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board that a student of compulsory age may be excused from attendance at school if the student is receiving satisfactory instruction at home or elsewhere, in accordance with procedures outlined in the Ministry of Education Policy/Program Memorandum No. 131.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- reviewing this administrative procedure to ensure its alignment with the Student Achievement and Well-being Directional Policy;
- reviewing this administrative procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

- ensuring that the Student Achievement and Well-Being Directional Policy, and all Administrative Procedures supporting it, are in line with, and expressive of, the PVNC Multi-year Strategic Plan: Vision, Mission and Strategic Priorities;
- overseeing implementation of this Administrative Procedure.

The Family of Schools Superintendent is responsible for:

- receiving parent/guardian notifications and principal acknowledgments of home schooling for elementary students;
- receiving parent/guardian notifications and acknowledging, in writing, the parent/guardian's letter of intent to provide home schooling using PPM 131 (Appendix C) for secondary students;
- mailing the signed PPM 131 Appendix C form to the parent/guardian along with a copy of Policy/Program Memorandum No.131, "Home Schooling", issued by the Ministry of Education;
- supporting investigations to ensure satisfactory instruction.

Principals are responsible for:

- forwarding a copy of parent/guardian notification (a letter or using Form LSS 22, (Appendix A)) to the Family of Schools Superintendent;

- acknowledging, in writing, the parent/guardian’s letter of intent to provide home schooling using Form LSS 23 (Appendix B) for elementary students, and forwarding a copy of the acknowledgement to the Family of Schools Superintendent;
- providing a copy of Policy/Program Memorandum No.131, “Home Schooling”, issued by the Ministry of Education to the parent/guardian;
- ensuring that the School Register and Ontario School Record indicate home schooling;
- if the student is receiving some instruction provided by the school (e.g. classroom instruction, independent study, or e-learning), ensuring this instructional time is recognized in the Ontario Student Information System (OnSIS) for grant purposes. These pupils must be recorded in the day school register or in the Independent Study and e-Learning Register for Day School Pupils by the school that is offering the course, in accordance with the type of instruction provided. The attendance of a pupil who is recorded in the day school register will be recorded in a Daily Attendance Record;
- recording transcript marks from the Independent Learning Centre (ILC) on the secondary student’s transcript history;
- if there are reasonable grounds to believe that the student is not receiving satisfactory instruction at home, taking initial steps to determine whether the instruction is satisfactory. Reasonable grounds may include:
 - refusal of a parent to notify the Board in writing of the intent to provide home schooling;
 - a history of absenteeism by the child prior to the parent’s notifying the Board of the intent to provide home schooling;
 - evidence that the child was removed from attendance at school, not for the purpose of home schooling, but because of ongoing conflicts with the school;
 - a credible report of concern by a third party with respect to the instruction being provided in the home;
- where a school principal, attendance counsellor, social worker, or superintendent of schools has reasonable grounds to be concerned that the instruction provided in the home may not be satisfactory, investigating the matter:
 - sending Form LSS 24 (Appendix C) “Home Schooling Information” to the parents to complete;
 - meeting with the family to discuss the “Home Schooling Information”;If the principal is unable to determine from this investigation whether the child is receiving satisfactory instruction at home, the principal, in

conjunction with the superintendent of schools, may take further action by making an inquiry to the Provincial School Attendance Counsellor. The Provincial School Attendance Counsellor will appoint an inquiry officer to conduct an inquiry. If the inquiry determines that the child is not receiving satisfactory instruction and the Provincial School Attendance Counsellor orders that the child attend school, the Board must determine the appropriate action to be taken.

When the Board is conducting the investigation, a member of a recognized support group for parents who provide home schooling may be present. These support groups include the Ontario Federation of Teaching Parents, the Ontario Christian Home Educators' Connection, the Home School Legal Defence Association of Canada, and the Catholic Home Schoolers' Association-Ontario.

- if requested, providing space for home-schooled students at the time and on the dates when EQAO assessments/ tests are being administered to the school's regular day students. The school will request sufficient assessment/test materials from the EQAO so that the children who are receiving home schooling can participate. The school will also inform the parent, in writing, of the date, time, and location of the assessment/test. It is the responsibility of the parent to provide transportation for the child to and from the site; (EQAO will send the results of children who are receiving home schooling to the school where they participated in the assessment/test. Schools will send these children's results directly to the children's homes. The results of children who are receiving home schooling will not be included in the school and Board reports generated by the EQAO or by the schools and Boards.)
- upon a student's re-entry to a school within the Board:
 - following the regular procedure for student admission;
 - determining student placement/program on an age-appropriate basis;
 - making arrangements for the student to participate in the Ontario Secondary School Literacy Test as a requirement for secondary school graduation.

Parents are responsible for:

- providing annual written notification to the principal of the intent to participate in home schooling, using Form LSS 24 (Appendix A) or their own letter. The name, gender, and date of birth of each student who will be receiving home schooling, and the telephone number and address of the home should be included. The letter should be signed by the parent/guardian;
- notifying the principal of any change in address;

- if they wish for their child(ren) to participate in EQAO assessments in grades 3, 6, and 9, and/or the Ontario Secondary School Literacy Test, contacting the home school in writing, by September 30 of the year in which the assessments/tests are being conducted, for information about the dates, times, and locations. No fees may be levied against parents for their children's participation in any of these EQAO assessments/tests;
- if they wish, enrolling a child (14 to 18 years of age) in courses offered through the Independent Learning Centre (www.ilc.org). To enroll the child with the ILC, the parent shall apply online, pay an administration fee per course and upload the following documents: proof of Canadian status, proof of Ontario residency, academic records (transcript and credit summary), along with the signed Acknowledgement Form (PPM 131 Appendix C) from the Family of Schools Superintendent, indicating that the child is receiving home schooling and is excused from attendance at school;
- should they wish their child to enrol in school, providing the principal with a transcript from ILC showing successfully completed courses;
- if they wish, downloading curriculum policy documents and curriculum support material produced by the Ministry of Education free of charge from the Ministry's website, <http://www.edu.gov.on.ca>;
- where applicable, accessing Ministry of Health and Long-Term Care school health support and personal support services (and equipment). Regulation 386/99 under the Long-Term Care Act sets out the eligibility criteria for these services. The first criterion is that "the person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2)(a) of the Education Act." For a child who is receiving home schooling to be eligible for these services, the parent must provide a letter from the school board indicating that the child is excused from attendance at school because the child is receiving satisfactory instruction at home.

PROGRESS INDICATORS:

- Students who are home schooled are receiving satisfactory instruction.
- The School Register and Ontario School Record, which reflect home schooling, where applicable, are supported with the appropriate documentation from the parents and from the school.

DEFINITIONS:

Home Schooling

The parent(s)/guardian(s) are providing instruction to one or more of their children at home.

Satisfactory Instruction

(a) Relating to Process

- i. availability of a written plan for instructing the student “at home or elsewhere” showing how the program is to be organized, scheduled, and evaluated,
- ii. availability in the “home or elsewhere” of texts and other learning materials appropriate to the developmental growth of the student,
- iii. availability of samples of the student’s work, of a quantity and quality to indicate a regular and suitable program for instruction.

(b) Relating to Achievement

- i. assessment of educational growth of the student is based on:
 - review of program and materials;
 - discussion with the student and parent/guardian;
 - examination of written work of the student;
 - evidence of socialization with peers in educational, social, or recreational settings.

Placement

It is understood that placement in a particular course or grade will not ensure successful completion of that course or grade.

REFERENCES:

Education Act, Subsections 21(1), 21(2), 21(5), 24(1), 24(2), 30(7)

Education Act, Sections 25, 26, 30

Enrolment Register Instructions for Elementary and Secondary Schools (current)

[Ontario Ministry of Education Policy/Program Memorandum No. 131](#)

Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011 (OS)

Ontario Regulation 386/99: Provision of Community Services