

Home Education Handbook



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This document is available on the Alberta Education website at:
<http://education.alberta.ca/parents/choice/homeeducation.aspx>

This document is intended for:

Parents	✓
Teachers	✓
Administrators	✓

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Introduction



Alberta parents enjoy a range of choices for their children's education, including the option of home education. Alberta's *School Act* and its funding guidelines for education recognize the central role of parents in the education of their children. No matter what your decision about educational programming, your ongoing involvement and support represent a critical contribution to your children's learning.

The main purpose of the *Home Education Handbook* is to help parents who are thinking of starting a home education program. The handbook will also be of assistance to home-educating parents who want to refine their existing programs.

In choosing educational programs for children, parents need to consider several factors:

- children's interests, learning styles, strengths and needs
- the family's beliefs and values
- available program options: regular schooling, charter schools, private schools, or home education
- costs and available financial support
- time available to support a child's education
- legal requirements related to schooling.

In reflecting on these factors, you may decide that home education is the best option for your child. Alberta's laws recognize your right to make that choice and authorize financial support for home education programs. But with the right comes responsibility, and this handbook will help you to understand the responsibilities. Not only does it furnish essential information, it also features suggestions for starting, maintaining and monitoring home education programs.

The handbook is organized according to a typical process followed by home educators. Use the Parent's Notebook pages to help you keep track as you move through the process.

- **Planning My Child's Home Education Program**
 - *thinking about beliefs, goals, time frames, options, program requirements, learning activities and evaluation*
- **Understanding Legal Rights and Responsibilities**
 - *deciding on the associate board or associate private school to be a partner in your home education program*
 - *explanation of a parent's legal rights and responsibilities and the rights and responsibilities of the associate board or associate private school*
- **Following Through with the Home Education Plan**
 - *implementing and managing a home education program*
- **Planning for Children with Special Education Needs**
 - *finding help to meet children's special education needs*
- **Ending a Home Education Program and Planning for Transitions**
 - *supporting children as they move in and out of home education programs*

Planning My Child's Home Education Program



Thinking about Reasons and Goals

Your child's education program demands careful planning, and careful planning requires time. While you may initiate a home education program at any time, your optimum time for planning is in the spring before the next school year. Begin with careful thought about your reasons and goals for selecting a home education program. The Parent's Notebook on p. 3 may be useful.

Preliminary Planning

The most fundamental characteristic of a home education program relates to responsibility for supervision and instruction. When you opt for a home education program for your child, you have the responsibility for planning, supervising, and basically running your child's education program. Either you or someone you have selected will deliver the program to the student.

Alberta's future success will depend, in part, on a well-educated population. This means that all Albertans, even those with no children, have an interest in the education of young Albertans. Through the election process, Albertans have given the Government of Alberta, and the Minister of Education in particular, responsibility for ensuring that all Alberta students acquire the knowledge and skills required for lifelong learning, work and citizenship. The Minister of Education has set standards for home educators. As a home-educating parent, you will choose an Alberta school board or an Alberta funded-accredited private school to be a partner in your child's education. The school board or private school will assign a teacher to ensure you get answers to your questions about learning and to evaluate your child's progress at least twice each school year. You will find more information on choosing and working with an associate school board or associate private school in the chapter on legal rights and responsibilities.

Entirely home education or blended?

As you consider the home education option, you might want to review the range of options available to Alberta students. Being familiar with the options before you make this critical decision will help you make the best choice for your child. It is important to understand that home education can be your child's entire program or just part of his or her program. You can reach an agreement with an associate school board or associate private school for a blended program, whereby part of your child's program becomes the responsibility of the accredited educational authority.

SCHOOL AUTHORITY PROGRAMS	HOME EDUCATION PROGRAMS	BLENDED PROGRAMS
<i>Parent has chosen to give a school authority responsibility for educating the child.</i>	<i>Parent has decided to retain responsibility for educating the child.</i>	<i>Parent has decided to share responsibility for educating the child with a school authority.</i>
<ul style="list-style-type: none"> • Programs developed and delivered by public and separate schools • Traditional schools • Distance learning • Charter schools • Private schools • Online schools • Alternative programs • Outreach programs 	<ul style="list-style-type: none"> • Packaged programs delivered but not developed by parents • Programs developed and delivered by parents or by a person named by parents 	<ul style="list-style-type: none"> • The parent has responsibility for some courses. • The school authority has responsibility for some courses.

The Alberta government uses public dollars to fund education. Funding varies according to the level of public accountability in the program. School authority programs are subject to a higher level of public accountability than home education programs and so receive a higher level of funding. Alberta Education calculates funding for blended programming based on the proportion of the student's education program that the school authority and the parent each accept.



PARENT'S NOTEBOOK

Thinking about my child's home education program

What deeply held beliefs and goals are central to my choice of a home education program?

How will I fit home education into my daily activities and responsibilities?

What are my current thoughts about the time frame for a home education program for my child? One year? Several years?

What credentials or diplomas, such as high school credits and diploma, will my child require in the future? How will future requirements affect my planning?

Exploring approaches to home education

This handbook does not furnish details about the wide variety of educational approaches used in home education programs. It could not describe them all. Library and Internet resources or a visit to a home education store can help you explore the range of philosophy and approaches. In addition, you might contact home educators whose beliefs you share to talk about possibilities and available support.

One strategy is to complete a web search using the keywords HOME EDUCATION ALBERTA, HOME SCHOOLING ALBERTA, or HOME SCHOOLING, plus the city or area in which you live. Organizations and potential associate school boards or private schools present useful information and the invitation for further contact and involvement. The Alberta Home Education Association at www.aheaonline.com can provide a list of Alberta's home schooling support groups.

What do I expect my child to learn?

Your research and reflection about beliefs, values, goals and program possibilities also lead you to decisions about three critical matters—what you want your child to learn, how you plan to help them learn, and how you will know they have learned. Alberta Education has collected descriptions of the skills and knowledge students should learn at different grade levels to prepare them for lifelong learning, work and citizenship. This collection is called the *Alberta Programs of Study*. These programs of study guide learning in Alberta's public, separate, francophone, and charter schools in Alberta, as well as in most Alberta private schools. Early on, you need to decide whether you will use any, some, or all of the Alberta Programs of Study or whether you will choose something else.

Before deciding whether to follow the Alberta Programs of Study, you can review their contents on Alberta Education's website at www.education.gov.ab.ca. Click on **Parents** at the top of the home page. The list of key publications and resources for parents is very useful, especially the **Curriculum Handbooks for Parents and Curriculum Summaries** section.

When you review the curriculum handbooks, note that programs list outcomes for each grade. Outcomes are expectations or targets for students. If you decide not to follow the Alberta Programs of Study, you must make sure your program meets the Schedule of Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study, which is contained in the *Home Education Regulation*. When you decide to use something other than the Alberta Programs of Study, you annually complete and share specific plans with the associate school board or associate private school to demonstrate that learning activities relate to both your goals and beliefs and to the Schedule of Learning Outcomes.

If your instructional emphasis changes, you can modify your program plan. You must share significant changes in your program plan with the associate school board or associate private school to keep the visiting teacher informed. The *Home Education Regulation* requires the teacher from the associate board or associate private school to evaluate your child's progress at least twice a year.

The chart on the next page provides a short illustration that may help you begin to make your choice between using the Alberta Programs of Study and following another program.

Ministerial Order 4.4.2 Goals and Standards applicable to the Provision of Basic Education in Alberta	Home Education Regulation AR 145/2006 Schedule of Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study
Sample Student Learning Outcome from Ministerial Order 4.2.2 (b) write and speak clearly, accurately and appropriately for the context	Sample Student Learning Outcome from Home Education Regulation (b) write and speak clearly, accurately and appropriately for the context
General Outcome from the <i>Alberta Program of Study for English Language Arts(K-9)</i> that corresponds to (b) above Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	Parent develops general outcomes
Specific Outcome from <i>Alberta Program of Study for English Language Arts(K-9) Grade Two</i> Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions	Parent develops specific outcomes

Strategies for program planning using the Schedule of Learning Outcomes

One strategy for program planning is to organize activities or subjects you are planning to teach under items from the Schedule of Learning Outcomes. At regular intervals, review your listing to ensure that your program attends to all of the outcomes. A second strategy is to organize items from the Schedule of Learning Outcomes under activities that your child might complete. For example, operating a home business or participating in a volunteer group can offer children many opportunities to achieve outcomes in reading, writing, mathematics, and research.

Even if you are implementing a program developed by someone else, it is important to regularly review the Schedule of Learning Outcomes to consider how your program addresses all of the outcomes and how you might incorporate all of the outcomes into your program. Update your specific plans following your reviews of outcomes and your assessment of your child’s emerging program needs.

The chart on the next page provides an example of beginning to organize a plan according to the items from the Schedule of Learning Outcomes.

Examples of Organizing by Outcomes

Learning Outcome from the Schedule

(d) understand the physical world, ecology and the diversity of life

Activities for my 6-year-old child

- 1) Observe animals in our neighbourhood.
- 2) Go to the zoo in the fall and the spring.
- 3) Read books about animals.

Specific outcomes for my 6-year-old child by next spring

- 1) Describes three different types of animals.
- 2) Describes the food these animals eat.
- 3) Describes characteristics of these animals that help them to survive in their environment.
- 4)

Activities for my 14-year-old child

- 1) Research on the Internet the insects that live in the rainforest.
- 2) Conduct an experiment that demonstrates key factors in the physical environment that influence the growth of plants.
- 3)

Specific outcomes for my 14-year-old child by next spring

- 1) Explain the relationship between variety within a species population and the species' success in a changing environment.
- 2) Predict how these factors influence large-scale plant operations on farms and how they are evident in natural collections of plants.
- 3)

How will I teach my child?

Your thinking about WHAT and HOW you want your children to learn challenges you to review resources that you plan to use—print resources, electronic resources, other people and community programs. You will also want to consider which learning activities and evaluation techniques you will emphasize. The following chart may be useful.

Home Education Resources, Learning Activities and Evaluation Techniques		
RESOURCES	LEARNING ACTIVITIES	EVALUATION TECHNIQUES
<ul style="list-style-type: none"> • Print resources • Human resources • Electronic resources • Community resources 	<ul style="list-style-type: none"> • Read material and respond to questions • Compose and prepare a variety of written responses • Complete research • Work with others to complete a task • Use media and Internet resources • Prepare and deliver formal talks, presentations, and dramatizations • Complete experiments • Participate in organized field trips 	<ul style="list-style-type: none"> • Students are required to respond with a pre-determined, correct answer: <ol style="list-style-type: none"> a) short oral or written answer b) multiple choice c) true/false d) matching e) numeric response • Students are assessed on the quality of written compositions, problem solving and oral presentations with assessment forms that highlight important features in the work.

Common educational practice is to create a rubric for each instructional activity. The rubric lists the criteria for the assignment and describes the characteristics of work at each of several levels of achievement. A sample rubric for story writing is included on the next page. Rubrics allow both student and teacher to focus clearly on the requirements of an assignment and make assessment easier and fairer.

A Sample Rubric for Story Writing at Junior High Level

	Level 4 Proficient	Level 3 Competent	Level 2 Basic	Level 1 Weak
CONTENT	<ul style="list-style-type: none"> All details included in the story are original and interesting. All details relate to the story's conflict, climax and resolution. 	<ul style="list-style-type: none"> Most details included in the story are original and interesting. Most details relate to the story's conflict, climax and resolution. 	<ul style="list-style-type: none"> Some details included in the story are original and interesting. Some details relate to the conflict, climax and resolution; some do not. 	<ul style="list-style-type: none"> Few details included in the story are original and interesting. Few details relate to the story's conflict, climax and resolution.
ORGANIZATION	<ul style="list-style-type: none"> The beginning clearly describes setting and establishes a conflict. The ending clearly resolves the conflict and shows the central character's reaction. 	<ul style="list-style-type: none"> The beginning provides adequate detail about setting and conflict. The ending resolves the conflict but does not reveal a final reaction. 	<ul style="list-style-type: none"> The beginning provides limited detail about setting and conflict. The ending vaguely or predictably resolves the conflict. 	<ul style="list-style-type: none"> The beginning provides little detail about setting and conflict. The ending is disconnected from the rest of the story.
SENTENCE STRUCTURE	<ul style="list-style-type: none"> Sentences are consistently complete and varied in length and structure. 	<ul style="list-style-type: none"> Sentences are usually complete and varied in length and structure. 	<ul style="list-style-type: none"> While most sentences are complete, they lack variety in length and structure. 	<ul style="list-style-type: none"> Sentences are frequently incomplete and lack variety in length and structure.
VOCABULARY	<ul style="list-style-type: none"> Words consistently create vivid, precise pictures. 	<ul style="list-style-type: none"> Words regularly create vivid, precise pictures. 	<ul style="list-style-type: none"> Words inconsistently create vivid, precise pictures. 	<ul style="list-style-type: none"> Words rarely create vivid, precise pictures.
CONVENTIONS	<ul style="list-style-type: none"> Spelling, capitalization, punctuation and usage are consistently correct. 	<ul style="list-style-type: none"> Spelling, capitalization, punctuation and usage are usually correct. 	<ul style="list-style-type: none"> Spelling, capitalization, punctuation and usage are inconsistently correct. 	<ul style="list-style-type: none"> Spelling, capitalization, punctuation and usage are so inconsistently correct that communication is unclear.

Your choice and emphasis of learning activities, the “how” of your child’s learning, relates directly to your goals and beliefs as a home educator. You and your child may have specific interests that you want to explore or major projects that you want to use to meet learning outcomes. Considering what you know about your child as a learner, you will probably want to emphasize learning activities related to how your child learns best—by seeing, by listening, by doing or moving. The following chart has been designed to help you plan learning activities related to your child’s learning style.

SEEING	DOING OR MOVING	LISTENING
<ul style="list-style-type: none"> • Videos • Painting • Timelines • Diagrams • Charts, graphs, maps, pictures • Displays • Computer graphics • Exhibits • Note taking • Models • Microscopes 	<ul style="list-style-type: none"> • Labs • Dioramas • Dramatization • Experiments • Puppetry • Demonstrations • Constructing • Collecting • Games, puzzles • Field trips • Drawing • Mime • Movement of objects or shapes to learn mathematical concepts 	<ul style="list-style-type: none"> • Panel discussions • Discussions • Oral directions • Story telling • Direct instruction • Choral reading • Debates • Tape recordings • Interviews • Music • Lectures • Songs • Reading aloud

As a home educator, you probably have important community resources in mind to add to materials that you might purchase. Parents of home educated children often stress that community resources extend opportunities for their children to socialize with people of varied ages, backgrounds and interests. Once again, home education groups in your area will help you employ a range of community resources in your program. These groups frequently organize gym programs, reading classes, projects, field trips, special activities and celebrations.

Your thinking about learning activities guides your selection of the print and electronic resources as well as software that you may get to support your child’s program. Remember that all learning resources and activities are a means to an end in your child’s learning. When you select resources, consider whether they are suited to your child’s needs, interests and learning strengths. See the chart on p. 17 for information about the financial support available for the purchase of learning resources.

The next Parent’s Notebook page will help you make important planning decisions.



PARENT'S NOTEBOOK

Preliminary planning for a home education program

What should I consider in deciding if my child will achieve the outcomes of the Alberta Programs of Study, the outcomes of the Schedule of Learning Outcomes, or a combination of both?

How will I plan the program's learning activities?

What learning materials will I develop myself and where might I rely on packaged programs?

What community agencies or support groups, possibly a home education support group in my community, will I involve in my program?

Evaluating my child's learning

Before you interview potential associate boards or associate private schools, you should also think about your plans for evaluating your child's learning. In general, student learning can be evaluated in two ways (see chart on p. 7):

- Students respond with a pre-determined correct answer.
- Students respond in writing or through oral presentations, demonstrations, problem-solving activities and dramatizations, or students run something, build something or create something.

Educators recognize that learning activities connect to outcomes that you can highlight in evaluation. As an evaluator of your child's progress, think about WHAT outcomes are in focus and HOW you will evaluate them. For instance, in writing assignments, oral presentations, demonstrations, problem-solving activities and dramatizations, you would focus on outcomes related to success in these activities. You might use rubrics similar to the rubric on p. 9.

Obviously, you will be evaluating your child's learning at the conclusion of learning tasks and activities. You will also be sharing feedback during their work on activities. Why not involve your child in evaluating their own work and in goal setting? While evaluation helps you and your child account for the learning of outcomes, it also helps you make important decisions about what you need to emphasize next. What outcomes have children learned well? What outcomes require further attention?

Suppose that you are helping your nine-year-old child to summarize main ideas in reading. You may focus on the outcome by working with literature or with any reading material related to the outcome. You will connect this important outcome to content/subject, learning resources, learning activities and evaluation. You can be confident that your child is meeting the outcome when the reading content is typical of Grade 3 expectations. (If you are using resources recommended for Grade 3 by Alberta Education or your associate board or private school, you will know the level of reading ability common to Grade 3 students.)

The next Parent's Notebook form may be used to record information about your program decisions.



PARENT'S NOTEBOOK
Important program decisions

Content and Outcomes in Activities

Learning Resources – Print, Media, Human, Community

Learning Activities You Will Emphasize

Evaluation Methods You Will Emphasize

The *Home Education Regulation* requires that you keep samples of evaluation activities completed by your child. Tests, work samples and evaluation forms should be included in the collection. Recording the date your child completed the activities will help you see your child's growth. It is also a good idea to keep records related to your child's personal learning goals. On the next page is a form you can use. If you decide to use it with younger children, you can change "Goals Achieved" and "Goals to Be Achieved" to "Can Do" and "Need to Do."

Provincial achievement tests or similar evaluation activities can be important evaluation components. They help you think about important questions dealing with outcomes. Am I doing enough? Am I doing too much? Am I doing too little? What can I do to help my child do well? For students at a Grade 12 level, diploma examinations can be an asset, especially if your child plans to apply for a post-secondary program in Alberta or another province. Be sure to discuss achievement and diploma examinations with your associate board or private school. It has up-to-date information on provincial test dates, test procedures and content as well as scoring procedures. Plan to discuss any standardized tests, such as the Scholastic Aptitude Test, that may be admission requirements for your chosen post-secondary institution.

It is also important to note that associate boards or associate private schools are required to maintain detailed assessment-of-learning records for your child, including records from at least two evaluations of student progress completed by the associate board or private school during the year (Appendix A).

Like all aspects of your home education program, evaluating your child's progress requires a close and open working relationship with the associate board or private school. Have a clear understanding about visiting times for teachers from the associate board or private school, procedures for review of evaluation files, and times and places for students to demonstrate their achievements.

Personal Learning Goals

NAME _____

SUBJECT _____

DATE _____

GOALS ACHIEVED

GOALS TO BE ACHIEVED

Understanding Legal Rights and Responsibilities



Each Alberta child who is six years of age but younger than 16 on September 1 must attend school. The Government of Alberta considers home education to be a school, so before proceeding with your home education program, you must notify an associate school board or associate private school. This section will help you to think about your choice of an associate school board or an associate private school. You need not enter an agreement with your local school board, called the resident school board. Many home-educating parents choose to work with a willing non-resident board or private school (i.e., a board or private school from another area of the province). Your contacts and interviews will be much more efficient and productive if you are aware of legal rights and responsibilities before you contact potential associate boards or private schools.

Section 1 of Alberta's **School Act** includes home education in its definition of schooling. The *Act* recognizes and affirms your rights and responsibilities as a home educator. While your program planning will certainly extend beyond legal matters, you will want to ensure that your child's home education program is consistent with provincial requirements. Information in this section has been taken from Alberta Education's *Home Education Regulation*, which is included in Appendix A.

In Alberta, a home education program includes three significant parties—the student, the parent, and the associate school board or associate private school.

The following chart outlines the rights and responsibilities of students, home-educating parents, and associate school boards or associate private schools. The chart indicates the importance of clear communication between the home educator and the associate.

Alberta Home Education Programs—Rights and Responsibilities

In this chart, “associate” refers to the associate school board or the associate private school.

	The Student	
	<ul style="list-style-type: none"> Responsible for meeting learning goals. 	
	The Parent	The Associate
PROGRAM PLANNING	<ul style="list-style-type: none"> Decides which courses from the Alberta Programs of Study will be followed, if any. Plans activities related to Programs of Study outcomes or the Schedule of Learning Outcomes (Appendix A). 	<ul style="list-style-type: none"> Provides advice about program options and about completion of the Home Education Notification Form, if requested. Advises parent about services and resources provided to home educators and students.
NOTIFICATION	<ul style="list-style-type: none"> Completes and sends the Home Education Notification Form (Appendix C) to the associate. <p>The earlier the form is sent, the better, since the potential associate may not accept the program proposal.</p> <p>The associate will help you complete the notification form if you ask.</p>	<ul style="list-style-type: none"> Receives the Home Education Notification Form. Within 15 school days, reviews the program plan and provides the parent with a written acceptance or rejection of the proposed home education program. At parent’s request, assists home educator in the preparation of the written description of the program. Notifies parent about implications of a particular choice in the granting of high school credits or eligibility to receive a high school diploma. Notifies parent about financial support available through current provincial guidelines.
EXTRA-CURRICULAR PROGRAMS AND FACILITIES	<ul style="list-style-type: none"> Decides whether to make a request to the associate about the student’s involvement in a school’s extra-curricular activities and/or to use school facilities and equipment. 	<ul style="list-style-type: none"> Develops and communicates a policy for a home education student’s involvement in school and extra-curricular activities and use of school facilities and equipment. Responds to specific requests for involvement in extra-curricular activities and use of facilities and equipment.
INSTRUCTIONAL MATERIAL	<ul style="list-style-type: none"> Discusses policies for buying instructional material with associate before purchase. Furnishes receipts for materials and learning resources purchased. <i>(Funds may not be used for personal expenses normally paid by parents of children enrolled in school. Parents may not claim a salary. Parents may decline funding.)</i> Returns reusable instructional resources to associate upon request. 	<ul style="list-style-type: none"> Develops a home education funding policy. Receives funding from province for home education students. Provides funds to parent for purchase of instructional material—at least 50% of provincial funding. Collects parent’s receipts from the parent’s purchase of instructional material. Requests return of reusable instructional resources if desired.

	The Parent	The Associate
PROGRAM MANAGEMENT	<ul style="list-style-type: none"> • Administers and manages the home education program. • Agrees on specific times for visits of teacher from the associate. • Regularly updates program plans to respond to the student's emerging program needs. • Informs associate about significant changes to plans. 	<ul style="list-style-type: none"> • Agrees on specific times for at least two visits by a certificated teacher for review of plans and evaluation files. • Provides the parent with access to copies of all policies or changes of policies respecting the supervision of home education programs.
EVALUATION	<ul style="list-style-type: none"> • Evaluates the progress of student at regular intervals; maintains a collection of student work with the date completed; keeps records of evaluation with dates. • Discusses evaluations with associate's teacher at scheduled meetings. • Ensures that the child is available so that the teacher from the associate may evaluate the progress of the child; discusses with associate the options for students to write grade 3, 6, and 9 provincial achievement tests or to complete an alternate evaluation approved by the associate. 	<ul style="list-style-type: none"> • Conducts at least two evaluations of student progress during the school year. • Reviews the parent's evaluation records. • Ensures that students who are at the equivalent of grade 3, 6, or 9 have the opportunity to write the provincial achievement tests; records results of tests on appropriate form; informs parents of results. • Recommends actions that will help student reach a higher level of achievement. • Maintains student records and makes them available to parent.
PROGRAM ASSESSMENT	<ul style="list-style-type: none"> • Decides how well the home education program is working for the student. • If decides to end the program, <ul style="list-style-type: none"> – chooses another education program and provides written notice to the associate, or – enrolls student in a school operated by the associate. 	<ul style="list-style-type: none"> • Decides how well the home education program is working for the student. • May end a home education program and offer an alternative if assesses lack of student progress or parent is non-compliant with the <i>Home Education Regulation</i>. When an associate terminates a program during the school year, it must ensure that the student has access to an alternate program for the rest of the school year. • Informs parent of parent's right to ask the Minister of Education to review the termination decision.



PARENT'S NOTEBOOK

Legal rights and responsibilities related to home education programs

My Questions	Answers to My Questions

Sources to answer my questions:

1. Associate School Board or Associate Private School
2. Alberta Education website at www.education.gov.ab.ca
3. Alberta Home Education Association website at www.aheaonline.com

Selecting an associate board or associate private school

After you have reviewed legal rights and responsibilities, you should be ready to contact potential associate boards or associate private schools. Begin by listing potential associates in order of preference. You don't have to approach your local school board first, but resident school boards must accept a parent's decision to home educate unless the proposed home education program is inappropriate. Arrange appointments as early as possible, ideally in the spring before the school year that the home education program will begin. Allow time to interview more than one potential associate as you want to find a board or private school with which you are comfortable. Remember that the potential associate board or private school may turn down your application.

In early contacts and meetings with potential associate school boards or private schools, discuss the completion and submission of the Home Education Notification Form (Appendix C). Once you have chosen a board or private school, send them the form. They will inform you if you need to include additional information. The potential associate board or private school will respond in writing with an acceptance or rejection of your notification. If the potential associate board or private school rejects your notification for some reason, possibly because it cannot meet the requests for assistance, facilities or extra-curricular involvement, you will want to contact the next board or private school on your list.

Your notes on the Parent's Notebook form on p. 4 are important items for discussion with potential associate boards or private schools. They should be aware of your goals, time frame and thinking about your child's future diploma and credential requirements. The form on the next page lists items that you will want to discuss with boards or private schools you are considering.



PARENT'S NOTEBOOK

Meeting with a potential associate school board or private school

Pre-Meeting Planning	Notes from Meeting
<p>Discuss:</p> <ul style="list-style-type: none"><input type="checkbox"/> My beliefs and goals<input type="checkbox"/> Curriculum resources and materials<input type="checkbox"/> The written description of my child's program and help needed for program planning<input type="checkbox"/> My child's special education needs, if any<input type="checkbox"/> Evaluation procedures, including the portfolio that I will maintain<input type="checkbox"/> Visits by a teacher selected by the associate board or private school<input type="checkbox"/> The keeping of evaluation records<input type="checkbox"/> My child's use of provincial achievement tests or diploma exams<input type="checkbox"/> My child's use of school facilities, equipment and services<input type="checkbox"/> Current funding provisions, including amounts that associate board or private school will provide for purchase of resources to support my child's education plan<input type="checkbox"/> Name of person to call when I have questions or need assistance	

Following Through with the Home Education Plan



Once you have completed a home education agreement with an associate board or associate private school, purchased learning resources, and started your child's program, you will have to deal with day-to-day activities. This section focuses on advice to keep your program satisfying and beneficial to both you and your child.

Following the program plan

Home-educating parents often stress the importance of changing program plans and activities as children grow and as children's needs and interests change. Your ongoing evaluation will help you select different activities and learning resources. Home education and parent support groups can give advice and suggest activity options and advocacy about important educational issues. Search out information about conferences and the sharing of ideas about activities and resources.

Scheduling will be important to maintaining your child's program. How much time will you allot to your child's planned learning activities? Some home-educating parents stress their need to separate the role of teacher from the role of parent. For them, scheduling is key to preventing burnout since they have planned times to focus on their teaching role.

Helping my child work effectively

Helping your child to analyze learning tasks and to plan completion of learning tasks will also benefit your home education program. Perhaps you observe that your child works too quickly and carelessly in completing tasks. On the other hand, you may observe that your child seeks constant direction and guidance. Sometimes children report that they just cannot do the task. In all cases, you are wise to focus your child on two key questions:

- What do I have to do?
- How will I do it?

To deal with the first question, encourage your child to explain the assignment in his or her own words. "What do you think you have to do? How do you know?" If you have examples of work related to the task—print samples or videotaped samples—show them to your child. Often showing works better than telling.

In helping your child with the "how" question, help your child consider stages in completing the assignment. If your child tends to rush the completion of work, focus on options or alternatives:

- How will I get started?
- How will I continue?
- How will I end?
- How will I know whether I have succeeded?

Assessing the associate board or private school

Throughout your home education journey, you will want to ensure that your work with your associate board or associate private school is productive. While the associate board or private school is responsible for assessing and recording your child's progress, you too should assess how well the associate is serving your needs and your child's needs. Remember that you are

entitled to ongoing advice and assistance from your associate board or private school. You may want to request use of facilities or resources of a school. You may want to find an associate board or associate private school that is a better match for your programming needs. Plan an annual assessment of your associate board or private school. Be clear about your legal rights and responsibilities as well as theirs. Are you satisfied with their responses to requests, concerns and questions?

Always direct questions and requests to the associate board or private school before you contact Alberta Education. However, Alberta Education Zone Services Branches have up-to-date information about home education regulations if you need to ask. If you have questions or concerns about your associate board or associate private school's service, you should call the Alberta Education office that serves your region.

Northern Region – Zone 1
(780) 427-5394 in Edmonton
toll-free in Alberta by dialing 310-0000

Edmonton Region and Fort McMurray –Zones 2/3
(780) 427-9296 in Edmonton
toll-free in Alberta by dialing 310-0000

Red Deer Region – Zone 4
(780) 427-5381 in Edmonton
toll-free in Alberta by dialing 310-0000

Calgary Region – Zone 5
(780) 415-9312 in Edmonton
toll-free in Alberta by dialing 310-0000

Southern Region –Zone 6
(780) 427-5381 in Edmonton
toll-free in Alberta by dialing 310-0000

Successful home education programs are programs that grow and change over time with your child. They follow a schedule with the role of teacher emphasized and separated from the role of parent. They have effective communication and support from the associate school board or private school, and they reach out to a community of fellow home educators.

Planning for Children with Special Education Needs



Alberta's *School Act* recognizes that some children require a special education program. School boards are responsible for providing special education programs for their resident and enrolled students. When parents of students with special education needs choose to home educate, the parents have the responsibility to meet their children's educational needs, including the special education needs. Parents of children with special education needs are wise to learn about home education program guidelines and funding.

Your associate board or associate private school might provide special education support for home education programs, but it is important to know that Alberta Education does not identify specific funding for associate school boards or private schools to provide special education programming to home education students.

Some children, whether in home education programs or school programs, require specialized health services. Since school boards and private schools work with health authorities to obtain these services, you should discuss with your associate board or private school whether these services are appropriate and available to your child.

Ending a Home Education Program and Planning for Transitions



Ending a Home Education Program

Home education parents and associate school boards or private schools must enter into a formal agreement for each school year of the home education program. During the school year, either the parent or the associate board or private school may end the agreement.

When the parent decides to end the home education agreement, the parent must provide written notice to the associate board or private school and, if the child is between 6 and 16 years old, must enroll the child in a school operated by a school board or in a private school.

When the associate board or private school is considering ending the agreement, the associate board or private school must consult the parents and specify the reasons. Associate boards and private schools end agreements when they determine that a home education student is not progressing toward standards set by the Minister of Education or that the parent has not complied with the *Home Education Regulation*. When the associate board or private school ends the agreement during the school year, it must offer an alternative to the home education program for the rest of the school year. The parent either accepts the alternate program or arranges a program for the child with another school board or private school.

Planning for Transitions

Transitions are a normal part of all children's lives. Children start school, move from grade to grade, and move to different schools. While all children should be supported in the transitions of their lives, some transitions apply specifically to home education students:

- Transition from parent-provided education to school-provided education
- Transition from school-provided education to parent-provided education
- Transition from home education program to work
- Transition from home education program to post-secondary institution
- Transition from one associate school board or private school to another associate school board or private school

You will help your child with all of these transitions through careful planning and talking with him or her. Many experienced home educators have suggested that when parents explain reasons for choices and changes, students adjust better. When you talk to your child about why the change is desirable or necessary and when you emphasize how you will help during the transition, your child's confidence will probably be strengthened.

The next Parent's Notebook page focuses on important matters related to home education program transitions.



PARENT'S NOTEBOOK

Home education transitions

I have discussed with my child:

- Why the transition is necessary or desirable

NOTES:

- What the change will involve and how it will affect him or her

NOTES:

- His or her strengths, interests and needs

NOTES:

- Ways that I and others can help with the transition

NOTES:

- What the government and educational institutions require in the transition

NOTES:

- The importance of the child's requesting assistance in the transition if he or she has concerns

NOTES:

Timing is critical in all these transitions. In all cases, you need time to gather information, to explore options, and, often, to prepare or gather documents. The less rushed your planning, the better. If your child is moving from a home education program to a school program or from a school program to a home education program, it's best to plan the transition for the beginning of the school year. Transitions to work or mentorship programs and to post-secondary institutions must also be carefully timed since there may be deadlines.

Transitions based on accurate information, planning and communication serve all students, including home education students.

Transition to work or post-secondary education

When planning a transition for a high school student from a home education program to a work program such as mentorship or work experience, seek advice from the associate board or private school about the range of available programs. An important source of information about career planning is the Alberta Learning Information Service at www.alis.gov.ab.ca.

High school students should remember that employers and post-secondary institutions often require an Alberta High School Transcript. Alberta Education maintains transcripts for all high school students. Alberta Education has provisions for retroactive credits and challenge examinations—information that will appear on the transcript in addition to courses completed. Be sure to discuss course requirements and transcript records with your associate board or private school. The associate board or private school should inform you about the consequences of program choices in the granting of high school credits and the meeting of high school graduation requirements. For information about transcripts, go to www.education.gov.ab.ca. Click on the **Student** tab. Then click on the section marked **Transcript/Statement of Courses and Marks**.

In preparing high school students' applications to post-secondary institutions, learn about entrance requirements and plan accordingly. While diploma examinations are required for an Alberta High School Diploma, Alberta Education also provides for a High School Equivalency Diploma. For information, go to www.education.gov.ab.ca/k_12/testing and click on the **High School Equivalency Diploma Information Bulletin (GED)** section. Some institutions require standardized tests such as the Scholastic Aptitude Test or the College Scholastic Ability Test. The completion of Grade 12 diploma requirements does not guarantee admission to a post-secondary institution. Alberta Advanced Education's website provides useful information at www.advancededucation.gov.ab.ca/college.

In summary, key questions for high-school-age home education students include:

1. Do I require an Alberta high school diploma or equivalency diploma?
2. Do I need to complete a standardized assessment such as the Scholastic Aptitude Test?

A Final Word



Your goal to create an appropriate and enriching home education program for your child challenges you to plan, maintain, and evaluate your child's program. Every section of this handbook points to the importance of effective communication and ongoing cooperation between you and your associate board or private school. The key to effective home education programs is partnership between the associate school board or private school and the parent.

Appendices



A. Home Education Regulation

Copyright of the Alberta Statutes and Regulations belongs to the Province of Alberta. No person may reproduce copies of the legislation for any purpose other than personal use without the consent of the Queen's Printer for Alberta. For current copies of the *School Act* and the *Home Education Regulation*, go to www.qp.gov.ab.ca.

B. Home Education Notification Form

Appendix A: Home Education Regulation 145/2006

ALBERTA REGULATION 145/2006
School Act
HOME EDUCATION REGULATION

Table of Contents

1	Definitions
2	Notice of intention to provide home education program
3	Home education program
4	Evaluation of student progress
5	Responsibilities of associate board or associate private school
6	High school credit eligibility
7	Funding
8	Termination of home education program
9	Ministerial review
10	Repeal
11	Expiry

Schedule

Definitions

1 In this Regulation,

- (a) “Act” means the *School Act*;
- (b) “Alberta Programs of Study” means the courses of study, education programs and instructional materials prescribed, authorized and approved by the Minister under section 39(1)(a), (b) and (d) of the Act;
- (c) “associate board or associate private school” means
 - (i) the resident board,
 - (ii) the willing non-resident board, or
 - (iii) the private school accredited under section 28(2) of the Actthat is supervising or has agreed to supervise a home education program;
- (d) “evaluation” means a judgment as to the quality, worth or value of a response, product or performance of a student in a particular year, based on the activities selected by a parent to be focused on in a home education program for that year pursuant to section 3(3);
- (e) “home education program” means an education program provided by a parent to a student in accordance with this Regulation, but does not include any portion of an education program that is the responsibility of a board or an accredited private school to deliver;
- (f) “outcomes” means,
 - (i) with respect to a student receiving a home education program that follows the Alberta Programs of Study, the learning goals prescribed by the Minister, and
 - (ii) with respect to a student receiving a home education program that does not follow the Alberta Programs of Study, the learning goals set out in the Schedule;
- (g) “resident board” means the board of the district or division of which a student is a resident student;
- (h) “teacher” means a teacher as defined in the Act;
- (i) “willing non-resident board” means a board that is not the student’s resident board but has agreed to supervise a home education program.

Notice of intention to provide home education program

2(1) A parent who intends to provide a home education program to a student during a school year must notify the associate board or associate private school of that intention using the form set by the Minister.

(2) A parent who is providing a home education program to a student during a school year and intends to continue doing so during the next school year must notify the associate board or associate private school of that intention using the form set by the Minister.

(3) An associate board or associate private school that receives a notice under subsection (1) or (2)

(a) must complete its portion of the form referred to in subsection (1) or (2), and

(b) must notify the parent in writing within 15 school days after receiving the notice that it agrees to supervise or continue to supervise the home education program.

(4) An associate board or associate private school must notify the parent of any implications that a home education program may have on the student's eligibility to be granted high school credits under section 6.

Home education program

3(1) A parent who intends to provide a home education program must develop the program.

(2) A home education program must enable a student to achieve outcomes that are appropriate to that program.

(3) Each year a parent who intends to provide a home education program must select activities to be focused on in the year that will enable the student to achieve the ultimate goal set out in subsection (2).

(4) A home education program may follow the Alberta Programs of Study.

(5) Where a home education program does not follow the Alberta Programs of Study,

(a) the parent providing the program must certify, using the form set by the Minister, that the activities selected by the parent for the year under subsection (3) will enable the student to achieve the ultimate goal set out in subsection (2), and

(b) the associate board or associate private school that will supervise the program must accept the program, including the selection of activities, in writing.

(6) A parent referred to in subsection (5) must provide to the associate board or associate private school a written description of the program which must include

(a) a list of the activities selected by the parent under subsection (3) and an explanation as to how those activities will enable the student to achieve the ultimate goal set out in subsection (2),

(b) the instructional methods and resources to be used,

(c) the means of conducting evaluations of the student's progress, and

(d) the name of the person instructing the home education program, if not the parent.

(7) A parent who has provided a description of a home education program under subsection (6) may alter the program, and must notify the associate board or associate private school of any significant changes to the program.

(8) A teacher employed by the associate board or associate private school must, at the request of a parent, advise and provide assistance to the parent in the preparation of the written description of a home education program.

(9) A parent providing a home education program must administer and manage the home education program.

Evaluation of student progress

4(1) A parent providing a home education program to a student

(a) must, at regular intervals, conduct an evaluation of the progress of the student

(i) by maintaining dated samples of student work and a general record of the student's activities, and

(ii) by maintaining a record of the methods and dates of those evaluations,

(b) must be available for a regular review of the student's achievement with the associate board or associate private school at a time and place mutually agreeable to the parent and the associate board or associate private school, and

- (c) must ensure that the student is available in order that the associate board or associate private school may conduct an evaluation of the progress of the student
 - (i) at a time and place mutually agreeable to the parent and the associate board or associate private school, and
 - (ii) in the presence of the parent, if the parent chooses to be present.
- (2) An associate board or associate private school supervising a home education program
 - (a) must ensure that a student at a level equivalent to grade 3, 6 or 9 is given the opportunity to write the grade 3, 6 or 9 provincial achievement test, as the case may be,
 - (i) at the time designated by the Minister, and
 - (ii) under the supervision of the associate board or associate private school,
 - (b) must arrange for teachers employed by the associate board or associate private school to conduct at least 2 evaluations of the progress of the student in each school year,
 - (c) must record in the records maintained under section 5(e) the results of the tests, if written, referred to in clause (a) of this subsection and of the evaluations referred to in subsection (1)(c),
 - (d) must advise the student's parent as to the progress of the student, and
 - (e) must make recommendations to the student's parent on any matter that may assist the student in attaining a higher level of achievement, where necessary.

Responsibilities of associate board or associate private school

- 5 An associate board or associate private school supervising home education programs must
- (a) facilitate student learning by offering assistance and advice to parents providing home education programs,
 - (b) assign teachers to home education who are supportive of home education parents and students and who are informed about the special characteristics of tutorial learning,
 - (c) provide parents providing home education programs with access to a copy of all policies of the associate board or associate private school respecting the supervision of home education students and notify parents of any changes in those policies,
 - (d) advise parents providing home education programs of the services and resources of the associate board or associate private school that are available for use by the parents and students,
 - (e) provide for and maintain student records and advise parents providing home education programs that they may view those records, and
 - (f) advise a parent providing a home education program of entries made in the records maintained under clause (e) relating to the progress of the student.

High school credit eligibility

6 On the recommendation of a school principal, a student receiving a home education program that follows the Alberta Programs of Study is eligible to receive high school credits if the student achieves the course standards and outcomes prescribed by the Minister.

Funding

7(1) The Minister must provide funding in accordance with the regulations made under the *Government Organization Act* or the *School Act* to an associate board or associate private school that supervises a home education program.

(2) An associate board or associate private school must offer not less than 50% of the home education program funding received under subsection (1) to the parents who are providing home education programs to students.

(3) Notwithstanding subsection (2), if a parent chooses to use distance learning materials approved by the Minister, the associate board or associate private school is entitled to use the portion attributed to the parent under subsection (2) to pay for those materials.

- (4)** A parent who receives funding under subsection (2)
- (a) must
 - (i) use the funding only to defray the costs incurred by the parent for programs of study, instructional materials or other resources related to the home education program, and
 - (ii) provide the associate board or associate private school with receipts showing how the funding was spent,
 - and
 - (b) must not use the funding
 - (i) as a form of personal remuneration, or
 - (ii) to pay for travel costs or other expenses usually required to be paid by a parent of a student who is enrolled in a school operated by a board or private school.
- (5)** A parent may decline all or part of any funding offered by an associate board or associate private school under subsection (2).
- (6)** Any instructional materials, other than materials that cannot be used again, purchased by a parent with funding received under subsection (2), must be returned to the associate board or associate private school within one year following the student's completion of the course to which the materials relate if the associate board or associate private school requests those materials within that year.

Termination of home education program

- 8(1)** During the school year, an associate board or associate private school supervising a home education program may terminate the home education program by notice to the parent if
- (a) the associate board or associate private school determines that the student is not making reasonable progress in the activities selected by the parent under section 3(3) or in achieving the ultimate goal set out in section 3(2), or
 - (b) the parent providing the home education program has not met the requirements of this Regulation.
- (2)** A notice under subsection (1)
- (a) must be in writing,
 - (b) must contain reasons for the termination, and
 - (c) must inform the parent of the parent's right under section 124 of the Act to ask the Minister to review the decision to terminate the home education program.
- (3)** A termination under subsection (1)(a)
- (a) must be made in consultation with the parent, and
 - (b) must give due consideration to
 - (i) the age, grade level and abilities of the student, and
 - (ii) the evaluations of the progress of the student conducted by the associate board or associate private school and the parent under section 4.
- (4)** A parent may terminate a home education program by
- (a) providing notice of the termination in writing to the associate board or associate private school, and
 - (b) enrolling the student in a school operated by a board or private school.
- (5)** Where a student is enrolled in a school operated by a board or private school under subsection (4)(b), the board or private school may assess the student for the purpose of determining the student's appropriate grade or high school course placement.

(6) If an associate board or associate private school terminates a student's home education program under subsection (1) when the student has the right of access to an education under section 8 of the Act, the associate board or associate private school

- (a) continues to be responsible for the student's education program for the remainder of the school year, and
- (b) must ensure that the student has access to an appropriate education program for the remainder of the school year.

Ministerial review

9 A decision made by an associate board or associate private school under this Regulation may be reviewed by the Minister in accordance with section 124 of the Act and the Minister may exercise the powers set out in section 125 of the Act when reviewing the decision.

Repeal

10 The *Home Education Regulation* (AR 126/99) is repealed.

Expiry

11 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on July 31, 2011.

Schedule

Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study

- 1 A basic education must provide students with a solid core program including language arts, mathematics, science and social studies.
- 2 Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to
 - (a) read for information, understanding and enjoyment,
 - (b) write and speak clearly, accurately and appropriately for the context,
 - (c) use mathematics to solve problems in business, science and daily life situations,
 - (d) understand the physical world, ecology and the diversity of life,
 - (e) understand the scientific method, the nature of science and technology and their application to daily life,
 - (f) know the history and geography of Canada and have a general understanding of world history and geography,
 - (g) understand Canada's political, social and economic systems within a global context,
 - (h) respect the cultural diversity, the religious diversity and the common values of Canada,
 - (i) demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals,
 - (j) recognize the importance of personal well-being and appreciate how family and others contribute to that well-being,
 - (k) know the basic requirements of an active, healthful lifestyle,
 - (l) understand and appreciate literature, the arts and the creative process,
 - (m) research an issue thoroughly and evaluate the credibility and reliability of information sources,
 - (n) demonstrate critical and creative thinking skills in problem solving and decision making,
 - (o) demonstrate competence in using information technologies,
 - (p) know how to work independently and as part of a team,
 - (q) manage time and other resources needed to complete a task,
 - (r) demonstrate initiative, leadership, flexibility and persistence,
 - (s) evaluate their own endeavours and continually strive to improve, and
 - (t) have the desire and realize the need for life-long learning.

7. The address and telephone number of the student:

Street address or legal description _____ (Area code) Telephone number _____

Community _____ Province _____ Postal Code _____

8. The address where the education program is to be conducted (if different from the above):

Street address or legal description _____ (Area code) Telephone number _____

Community _____ Province _____ Postal Code _____

9. The citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document by which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document:

10. The estimated grade level of the student: _____

11. The name of the resident school board: _____

12. Education program and name of school or name of associate board or associate private school for the previous school year: _____

13. Is assistance required in preparing the home education program plan? (Check one) Yes No

14. Provide the name of the person(s) providing the home education program or instructing the home education program, if not the parent: _____

15. a) For associate school boards – please see note below:

To be completed only if associate board is supervising Home Education

If you wish to declare that you are an Aboriginal person, please specify:

Status Indian/First Nations Non-Status Indian/First Nations Métis Inuit

Alberta Education is collecting this personal information pursuant to section 33(c) of the Freedom of Information and Protection of Privacy (FOIP) Act as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success. Alberta school boards are also collecting this information pursuant to the same section in conjunction with section 2(1)(t) of the Student Record Regulation and for the same purposes.

For further information or if you have questions regarding the collection activity, please contact the office of the Director, Aboriginal Policy, Policy Sector, Strategic Services Division, Alberta Education, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-8501. If you have questions regarding the collection activity by your school board, please contact the School Board Superintendent.

b) For associate private schools (if private school is a Level 2 Accredited Funded Private School) – please see note below:

If you wish to declare that you are an Aboriginal person, please specify:

- Status Indian/First Nations Non-Status Indian/First Nations Métis Inuit

Alberta Education is collecting this personal information pursuant to section 33(c) of the Freedom of Information and Protection of Privacy Act (FOIP Act) as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success.

Pursuant to section 13 and 14 of the Personal Information Protection Act (PIPA), Level 2 accredited private schools in Alberta are collecting this information in order to develop policies, programs and services to improve Aboriginal learner success.

For further information or if you have questions regarding the collection activity by Alberta Education, please contact the office of the Director, Aboriginal Policy, Strategic Services Division, Alberta Education, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-8501. If you have questions regarding the collection activity by the school, please contact the school principal.

16. Section 23 Francophone Education Eligibility Declaration

*To be completed only if associate board is supervising Home Education Program.

Section 2 (1) of the Student Record Regulation states that:

The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a board, regardless of the manner in which it is maintained or stored including

(s) if the parent of a student is eligible to have the student taught in the French language pursuant to section 23 of the Canadian Charter of Rights and Freedoms, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right.

Pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*:

Citizens of Canada

- whose first language learned and still understood is French; or
- who have received their primary school instruction in Canada in French have the right to have their children receive primary and secondary instruction in French; or
- of whom any child has received or is receiving primary or secondary school instruction in French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

In Alberta, parents can only exercise this right by enrolling their child in a French first language (Francophone) program offered by a Francophone Regional authority.

A. According to the criteria above as set out in the *Canadian Charter of Rights and Freedoms*, are you eligible to have your child receive a French first language (Francophone) education? (Please place an X in the appropriate box.)

- Yes No Do not know

B. If yes, do you wish to exercise your right to have your child receive a French first language (Francophone) education?

- Yes No

PART B Declaration by Parent

I/We, _____, the _____ parent(s) of _____ the student, declare to the best of my/our knowledge that the home education program and the activities selected for the home education program will enable the student (check as applicable):

- to achieve the outcomes contained in the Alberta Programs of Study.
- to achieve the outcomes contained in the Schedule included in the *Home Education Regulation*.

In addition, I/We understand and agree that the instruction and evaluation of my/our child's progress is my/our responsibility and that the associate board or private school will supervise and evaluate my/our child's progress in accordance with the *Home Education Regulation*.

I/We understand and agree that the development, administration and management of the home education program is our responsibility.

Parents who provide home education programs acknowledge that there are implications when they choose to use programs different from the Alberta *Programs of Study*:

1. Students may not apply to a high school principal for high school credits.
2. Students may not receive an Alberta High School Diploma.

Any student in a home education program may write a high school diploma examination. However the diploma examination mark achieved will stand alone and will not result in a final course mark unless accompanied by a recommendation for credit by a high school principal. A final course mark requires both a school awarded mark and a diploma examination mark. Arrangements to write diploma examinations should be made well in advance of the writing date by contacting the associate school board or associate private school for assistance or Learner Assessment Branch at 780-427-0010.

Signature(s) of Supervising Parent(s) or Legal Guardian(s)

(mm / dd / yyyy)

PART C Associate School Board or Associate Private School Notification of Acceptance

As per Section 2(3) of the *Home Education Regulation* the associate board or associate private school must reply in writing to the parent not more than 15 school days after the date on which it is notified whether it agrees to supervise or continue to supervise the Home Education Program.

This agreement is accepted is not accepted by the is provisionally accepted by

(Print the name, address and phone number of the associate board or private school)

Signature of Superintendent or Principal

(mm / dd / yyyy)

PART D Requirements for the Home Education Program for Components of the Program that Do Not Follow the Alberta Programs of Study

If portions of the student program will enable the student to achieve the outcomes contained in the Schedule included in the Home Education Regulation, please attach according to this Form the required written description of the Home Education Program for a student who is following the *Schedule of Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study*:

1. Describe in the home education program plan, the instructional method to be used, the activities planned for the program and how the instructional method and the activities will enable the student to achieve the learning outcomes contained in the Schedule.
2. Identify the resource materials, if different from provincially authorized materials, to be used for instruction
3. Describe the methods and nature of the evaluation to be used to assess the student's progress, the number of evaluations and how the evaluation addresses the learning outcomes in Question 1.
4. Describe the associate board or associate private school facilities and services that the parent wishes to use.