



Home Based Education Fact Sheet

Regulatory Requirements

The legal framework in Saskatchewan seeks to balance the rights of parents and children with the compelling interest of the province.

Children: Every child has a right to an education. Every child has a right to a home-based education. SHBE believes children's best interests are best determined by those who love them the most: their parents.

Parents: Parents have a prior right to determine the type of education that is provided to their children. If electing to provide a home-based education, parents are responsible for all aspects of the home-based education program, the philosophical approach, planning and method of instruction, selection and acquisition of materials and resources, and assessment of learning outcomes.

Province: Governments have interests. To have a "compelling interest" means a government has a demonstrably justified reason to limit the personal freedom of individuals in order to achieve goals consistent with a free and just society. In terms of home-based education, governments must fulfil their compelling interest by the "least intrusive means".

The province has tasked school divisions with ensuring its compelling interest in the education of children is met. To that end, school divisions are required to register, monitor and otherwise administrate home-based education programs. Parents wishing to personally direct the education of their children through home-based education must file a notification form, written education plan and annual progress report with the school division in which they reside (Find your school division: [list](#) or [map](#)), or with Conseil des écoles fransaskoises (CEF).

Forms and Templates

Parents must file a Notification of a Home-based Education Program, Written Education Plan and Annual Progress Report each year. The Notification of a Home-based Education Program accompanied by Written Education Plan is to be filed by August 15. The Annual Progress Report must be filed toward the end of the educational year, or by June 15. *Parents may commence a home based education program 30 days after filing the provincial paperwork, even if previously registered to attend institutional school for that year.*

The [Notification of a Home-based Education Program](#) is a provincial form developed by the Ministry of Education that specifies the information regarding parents and children that is required for registration of a home-based education program. The content of the written education plan or the annual progress report is defined in the [Saskatchewan Home-based Education Regulations](#) and [Saskatchewan Home-based Education Policy Manual](#).

SHBE has purposed to make it easier for home-based educators and school divisions by working with the Saskatchewan Ministry of Education and Homeschool Legal Defense Association of Canada (HSLDA) to develop templates that comply with provincial legal requirements.

Using the SHBE Templates ensures that enough information is provided, while seeking to prevent ever-increasing amounts and detail of information being offered and subsequently expected. While one educational style may lend itself to providing a lot of information, some families may have to expend a lot of time and effort to provide a similar amount or detail of information. By providing a consistent amount of information and level of detail, all families can continue to easily comply with regulatory requirements. Using the SHBE Templates also seeks to maintain the correct jurisdictional order: notification to the province (not asking "permission" from the school division) and filing reports with the province (not being "approved" by the school division).

In the following pages, SHBE explains how to fill out the Notification of a Home-based Education, as well as explaining the SHBE Templates for the Written Education Plan and the Annual Progress Report. SHBE is willing to assist parents further: Visit www.shbe.info to find your zone director or email us at help@shbe.info.

PLEASE PROOF-READ, SPELL-CHECK AND GRAMMAR-CHECK YOUR WRITTEN EDUCATION PLAN AND ANNUAL PROGRESS REPORT TO AVOID CONFUSION AND UNCERTAINTY WHEN SCHOOL DIVISIONS ASSESS WHETHER YOUR REPORT COMPLIES WITH REGULATIONS.





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Notification of a Home-based Education Program.

The Notification of a Home-based Education Program is provincially-defined form that lists the basic information about the student and parents.

Student Information					
What is the expected date of commencement of the home-based education program?					
In the chart below, please provide the name, gender, date of birth, last school each student attended, the year and the grade level completed.					
Name of Student	Gender	D.O.B.	Last school student attended	Year	Grade

If this is the first time you have filed in a given school division or are withdrawing from an institutional school, choose a date of commencement that is 30 days after you file the notification. The “Name of Student”, “Gender”, “D.O.B.” (Date of Birth) must be provided for each child on the home-based education program. The “Last school student attended”, “Year” and “Grade” are only applicable for children who have previously attended an institutional school.

In the next sections of the notification form, supply the parent information for one or both parents. Note that the only “Compelling Reason” that will be accepted to file directly with the Ministry of Education is when the home-based educator has completed the minister’s review portion of the dispute resolution mechanism, and the school division refuses to abide by the minister’s ruling.

The Written Education Plan must be attached to the Notification of a Home-based Education Program.

Written Education Plan

The Written Education Plan consists of:

- *the reason or philosophical approach;*
- *three broad annual goals for each of Language Arts, Science, Social Studies, and Mathematics;*
- *the means of assessing and recording progress; and*
- *the services that the home-based educator intends to access from the school division.*

The SHBE Template for the written education plan includes room to enter the name of one child, family contact information, and a set of declarations. The declarations make it clear you are personally directing the home based education program, that the written education plan is not inconsistent with the [Goals of Education for Saskatchewan](#), not inappropriate for the age and ability of the home based learner, and is specific to the individual listed as home-based learner.

Philosophical Approach

The reasoning and philosophical approach of our home-based education program is:

The philosophical approach provides the foundation for the program that will influence all other aspects of the programⁱ and the home-based educator’s educational practice should reflect a genuine commitment to the philosophical approach of their home-based education programⁱⁱ. It is more appropriate to understand this section as an explanation of style,

type or approach – such as unschooling, classical education, or eclectic. For example, an unschooling approach may result in broad annual goals for language arts, at least for a young child, that include lots of read-aloud and creative storytelling, whereas more structured approaches would likely emphasize early reading skills. If you state the approach, then the outcomes can be assessed using methods consistent with the philosophical approach.





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Broad Annual Goals

Science

Broad Annual Goal #1:

Broad Annual Goal #2:

Broad Annual Goal #3:

Broad Annual Goals are “statements of learning or outcomes in each area of study that a home-based educator intends a home-based learner to achieve during the school year in a home-based education program.”ⁱⁱⁱ The policy manual requires that goals be “broad” (i.e. general), with “sufficient detail” to determine they

are not inconsistent with the goals of education for Saskatchewan and not inappropriate for the age and ability of the child.

“Broad” Annual “Goals” with “Sufficient” detail:

- **Broad** – “Having a wide range of meanings or applications; loosely defined” (Oxford)
- **Goals** – “The objects of a person’s ambition or effort; an aim or desired result” (Oxford)
- **Sufficient** – Enough; Adequate (Oxford)

Two Parts of a Puzzle: Flexibility and Freedom

- If it is easier to use a concrete outcome from your resources or curriculum, feel free to cut and paste as needed.
- If writing your own goals, find a balance between generality (“broad”) and specificity (“sufficient detail”).

For an idea of what is “sufficient detail”, here are some examples based on the Saskatchewan Curriculum for Grade 6:

- **Mathematics:** Demonstrate understanding of the order of operations on whole numbers (excluding exponents) with and without technology.
- **Science:** Examine how humans organize understanding of the diversity of living things.
- **Social Studies:** Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.
- **Language Arts:** Appraise own and others' work for clarity.

An example that is given by one school division, that is more consistent with self-directed learning is “To continue to learn the mathematics needed for everyday life in our society.”^{iv}

Only provide broad annual goals for the required areas of learning: language arts, science, social studies and mathematics – even though you may plan to include health, music, art, physical education, religious studies, or other areas of study. If you include additional areas of learning, you must also report on each of the goals when filing your annual progress report. From a homeschooler’s perspective, the purpose of reporting is merely to meet regulatory requirements, not to get approval or validation from school division administrators.

Means of Assessing and Recording Progress

The means of assessment and recording may be:

- Portfolio of work;
- Standardized achievement test results administered by the school division, at school division expense; or
- Standardized achievement test results administered by the home-based educator or other qualified person, at the expense of the home-based educator.

Method of Assessment:

We will assess and record the educational progress of this child by means of a Portfolio of Work which we will supply to our registering authority at the end of this school year.

We will maintain a portfolio of work for two calendar years.

Do not confuse “Portfolio of Work” with “Samples of Work”.

Services Requested

We are requesting services: No

Yes If yes:

Indicate the services you request from the school division.

School divisions are required to provide driver training and learning assessments if requested by the

home-based educator. Other services may be provided, including access to classes at a school, access to resource centres, distance learning courses, school textbooks, and participation in extra-curricular activities such as sports, music,





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or science fairs. Since each school division is different, you will have to review the administrative procedures from your school division, ask another homeschool family, or speak with the home based education administrative contact for your school division to find out what services are available from your school division.

Portfolio of Work

Regardless of the option chosen as the means of assessment, a portfolio of work must be compiled for each home-based learner. The portfolio of work must be maintained for two years following the completion of the educational program. The Portfolio of Work consists of:

- A periodic log and;
- One of the following for each of the broad annual goals:
 - a detailed summative record;
 - sufficient samples of work; or
 - a summative record and samples of work.

The SHBE Templates are designed to comply with the Saskatchewan Regulations and the Saskatchewan Home-based Education Policy Manual. SHBE has one template for use with a “detailed summative record”, “sufficient samples of work” or a “summative record and samples of work” assessment.

Note that a “portfolio of work” may or may not include any “samples of work” (“portfolio” does not mean “samples”). SHBE uses the terminology provided by the Ministry of Education – we apologize for any confusion the terminology may cause, but it is useful for SHBE to be able to direct administrators to the policy manual to indicate compliance.

Periodic Log

September:
October:
November:

The periodic log is a highlight of activity that is recorded periodically. The periodic log is “a record of the educational activities completed by the home-based learner in relation to the written education plan.”^v

The SHBE templates have room to record one highlight per month, such as books read, notable learning experiences, a field trip attended, community events, family milestones, sporting events, special projects, cultural activities, or other records related to learning (this is not an exhaustive list).

One of the following for each Broad Annual Goal:

Language Arts: Broad Annual Goal #1:	
Summative Record or index to relevant sample	

For each goal, you may choose to assess progress using a detailed summative record, sufficient samples of work, or both a summative record and sample of work. A summative record is a statement of academic progress at the end of a unit, project, course, program or school year. A sample of work may be a written work, worksheet, project, or creative material.

Detailed Summative Record;

Unit studies completed, progress in a specific curriculum, books read, field trips taken, or other criteria that indicates progress toward the broad annual goal may be listed. Alternately, outcomes-based assessments may be written for each broad annual goal.

For example, if you used the Mathematics example from the Saskatchewan Curriculum for Grade 6, or a concrete outcome from your curriculum, it would be reasonable to indicate that the applicable section had been completed. Similarly, for the broad annual goals quoted earlier as consistent with self-directed learning, a reasonable summative record could be “Participated in family activities and real life experience – hands on experience in using math in everyday situations (cooking, baking, shopping, travelling, using a bank account, etc.)”^{vi}

If you prefer, it is reasonable to use outcomes-based reporting, like the outcome-based assessments^{vii,viii,ix,x,xi,xii,xiii,xiv} used by school divisions to report progress to parents. School divisions use a variety of language, generally similar to:

- “Mastery – Demonstrates a deep knowledge and understanding”, “Meeting – Demonstrates complete knowledge and understanding”, “Approaching – Demonstrates a basic knowledge and understanding” “Beginning – Demonstrates a partial knowledge and understanding”, “Missing evidence – Missing evidence of knowledge and understanding” (Prairie Spirit)





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- “progressing as expected”, “meeting objectives”, “achieved mastery”, or “proficiency not demonstrated” (Regina Public Education)
- “partial understanding”, “basic understanding”, “well-developed understanding” and “insightful understanding” (Saskatchewan Rivers)
- “has difficulty demonstrating an understanding of the concept”, “developing an understanding of the concept”, “consistently demonstrates an understanding of the concept” and “independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations” (Good Spirit)

Remember that these examples are only a few of many reasonable options – don’t feel “boxed-in” by these suggestions.

Sufficient Samples of Work; or

If you prefer to provide sufficient samples of work to indicate progress toward a broad annual goal, the sample must be clearly labelled to indicate the broad annual goals to which each sample is relevant. For example, if a broad annual goal was to learn rounding of decimal numbers, a relevant sample of work may be a worksheet or project that includes rounding of numbers. Complete the template by referencing the label for the sample of work in the index associated with the correct broad annual goal. The sample or samples of work should be sufficient to demonstrate progress toward the broad annual goal.

Summative Record and Samples of Work

If you choose to provide a combination of summative record and sample of work, the samples of work should be clearly labelled to indicate the broad annual goal to which they are relevant. A reasonable summative record may be something like, “Demonstrated a knowledge of the solar system by constructing the model shown in the photo labeled ‘Science #1’ or ‘Solar System’”. Any photographs or samples provided will not be returned.

Annual Progress Report

The Annual Progress Report must be filed toward the end of the educational program or by June 15. It will consist of either:

- *the portfolio of work; or*
- *standardized achievement test interpreted results.*

ANNUAL PROGRESS REPORT

Saskatchewan Home-Based Education

Developed by Saskatchewan Home Based Educators, Inc and the Home School Leg compliance with *The Education Act 1995, The Home-based Education Program Reg, Home-based Education Policy Manual 2016-2017.*

Although a portfolio of work must be compiled and maintained for two years, it does not need to be submitted if the selected means of assessment was standardized testing. File either the portfolio of work or the standardized test interpreted results, but not both.

No Additional Documents Required

Home Based Educators are not required to provide birth certificates, health card numbers, additional registration forms or any further information or documentation as a prerequisite to registration, even though such documentation may be required for children attending institutional school. While school divisions may not compel home based educators to provide additional documentation, such requests may be made in good faith, for financial compliance prior to reimbursements or grants, or for purely administrative reasons. The home-based educator may choose to graciously supply the documentation or kindly decline to offer additional information. If you have difficulty, SHBE can speak on your behalf to the school division or the ministry of education.

Help and Support

Saskatchewan Home Based Educators, Inc (SHBE) is the official voice of home-based educators in Saskatchewan. Working with relevant organizations, SHBE assists in creating a positive social and political environment for home-based education in Saskatchewan. SHBE organizes and develops social, supportive and instructional events for its members.

In addition to templates, guides, and various other resources and events, SHBE holds an annual convention in February, publishes the SHBE Journal and develops guides, templates and various other resources. SHBE Membership costs just \$35 per family per year.

help@shbe.info		email
www.shbe.info		internet
shbesask		Facebook/Instagram

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Home-based Educators

The following excerpts summarize the responsibilities of the home-based educator. Statements in italics are quotes from the Ministry of Education's [Saskatchewan Home Based Education Policy and Procedures Manual, 2016-2017](#).

- The preceding pages of information in this factsheet can be referenced in the HBE Policy Manual, pages 35, 40 and 42.:
- *Parents who elect to provide home-based education programs for their own children of compulsory school age (age 7 to 15 inclusive) are required to:*
 - *notify the [school division] before commencing their programs; and,*
 - *attach their written education plan.*
- *A parent shall provide written notice on the Notification of a Home-based Education Program including a declaration signed by the parent affirming:*
 - *that the information supplied is correct;*
 - *that the parent is directing the home-based education program; and,*
 - *that the parent is accepting responsibility for the education of the pupil in the home-based education program.*
- *For each home-based learner on their program, all home-based educators shall:*
 - *maintain a portfolio of student work (see p. 42); and,*
 - *send an annual student progress report to their [school division] (see p. 44).*
- *Parents are required to give at least 30 days notice before commencing a new home-based education program, whether at the beginning or the middle of a school year.*
- *Home-based educators shall personally provide and direct the home-based education program for their home-based learners. They shall be responsible for and actively involved in the education of their home-based learners.*
- *Parents shall only register their own children in the home-based education program. This does not prevent:*
 - *home-based educators from hiring one or more tutors to assist with the academic instruction of their home-based learners;*
 - *a group of home-based educators from organizing, from time to time, shared educational activities and field trips;*
 - *home-based educators from enrolling their home-based learners in distance learning; or,*
 - *the home-based learners from taking a course or program in a public or independent school.*
- *Home-based educators are not expected to complete a daily attendance register or to provide instruction in their home-based education program for the same hours each day that public schools operate.*
- *Home-based educators shall provide instruction and resources so that each home-based learner is able to reach the broad annual goals in the written education plan, appropriate for his or her age and ability.*
- *The home-based educator's educational practice shall reflect a commitment to their written education plan and to the philosophical approach of the home-based education program.*

School Divisions

The following excerpts summarize the responsibilities of the school division. Statements in italics are quotes from the Ministry of Education's [Saskatchewan Home Based Education Policy and Procedures Manual, 2016-2017](#).

- *Ensure that the compelling interest of the state is met in the education of pupils who are registered in home-based education programs.*
- *The registration of a home-based education program represents a determination by the [school division] that the parents have complied with the registration criteria for a home-based education program.*
- *A [school division] is not expected to approve or to agree with a written education plan before registering a home-based education program.*
- *[The School Division] is not liable for anything done, or omitted, in good faith when registering, monitoring, or administering a home-based education program according to the regulations.*
- *Within 30 days, of receiving the Notice of Intent to Home-school, the [school division] shall:*
 - *review the Notice of Intent to Home-school and determine that the notification complies with the Act, the regulations and the policies;*
 - *register the home-based education program; and,*
 - *notify, in writing, to the parent who provided the Notice of Intent to Home-school that the home-based education program has been registered.*
- *If the [school division] determines that the Notice of Intent to Home-school is not in compliance with the Act, the regulations or the policies, the [school division] shall, within 30 days, give the parent who provided the Notice of Intent to Home-school, a written response and details of the non-compliance.*
- *The monitoring of registered home-based education programs by [school division] officials represents the way in which the state is protecting its compelling interest in the education of the children who are receiving instruction in home-based education programs.*
- *The monitoring of home-based education programs must recognize:*
 - *the philosophical and operational diversity of home-based education programs; and,*
 - *the distinct philosophical approach and the written education plan of each home-based education program.*
- *When monitoring registered home-based education programs, the [school division] official shall assume that the home-based learners are making satisfactory educational progress unless there is evidence to the contrary.*

The School Division is also responsible for improvement plans, cancellations, and dispute resolution. To learn further details, please review the Saskatchewan Home Based Education Policy and Procedures Manual, 2016-2017.

ⁱ Saskatchewan Ministry of Education, [Saskatchewan Home-based Education: Policy and Procedures Manual](#), (Publications Saskatchewan), page 34

ⁱⁱ *ibid*, page 34

ⁱⁱⁱ *ibid*, page 57.

^{iv} Prairie Valley, [Summative Record Example - High School Grades](#); page 2.

^v Saskatchewan Ministry of Education, [Saskatchewan Home-based Education: Policy and Procedures Manual](#), (Publications Saskatchewan), page 57

^{vi} Prairie Valley, [Summative Record Example - High School Grades](#), page 2.

^{vii} Good Spirit School Division, Report Cards, <https://www.gssd.ca/Programs/ReportCards/Pages/default.aspx>, archived June 11, 2019.

^{viii} Regina Public Education, A Parent's Guide to Classroom Assessment, Archived December 16, 2019, page 4

^{ix} Prairie South School Division, [Grading Practices](#), Accessed December 16, 2019, page 15

^x Regina Catholic School Division, [Understanding Student Assessment and Reporting](#), Accessed June 11, 2019, page 4

^{xi} South East Cornerstone Public School Division, [Changing Student Report Cards](#), page 2

^{xii} Prairie Spirit School Division, Martensville Highschool blog, <https://blogs.spiritsd.ca/martensvillehighschool/>, accessed June 11, 2019

^{xiii} Saskatchewan Rivers Public School Division, [ReportCardFAQs](#), accessed June 11, 2019

^{xiv} Greater Saskatoon Catholic Schools, [Sample Report that Includes Learning Behaviours](#), access June 11, 2019

