

Education regulation nº69/2019 (26 February) – unofficial translation and summary of “homeschooling” and “individualized instruction” provisions for informational purpose

Education Law 55/2018 allows for Basic and Secondary education to be provided in “individualized instruction” and “home-schooling” modalities in response to preferences (personal or mobility reasons) of families who wish to assume more responsibility towards their children’s education outside the context of regular schooling. To assure this option, curricular organization must follow the principles, vision, values and areas of competence of the *Student Profile upon Exit from Compulsory Education* (see regulations nº6944-A/2018 and nº8476-A/2018).

Chapter I – general dispositions

Art. 1 – Rules and procedures

definition of rules and procedures for enrolment and attendance, monitoring and evaluation of the learning process aim at the fulfilling the expectations of the *Student Profile upon Exit from Compulsory Education*

Art. 2 – Breath and depth

Regulation is applicable to all students of compulsory age; applicable to all schools (clustered, non-clustered, private or co-op); management and administrative staff in private and co-op establishments must be equivalent to that of public schools

Art. 3 – Definitions

“**Home-schooling**” is defined as that which occurs in the home of the student, by a family member or co-habitant of the household;

“**individualized instruction**” is defined as that which is provided by a qualified teacher, to a single pupil, outside a teaching establishment;

“**enrolment school**” is defined as the school in which the student is enrolled;

“**student portfolio**” is defined as the evidence of the curricular and didactic-pedagogical path, organized with proper documentation and evidence of work and learning acquired by the student, presented in various forms, according to a collaboration protocol;

“**teacher-tutor**” is defined as the teacher from the school of enrolment responsible for monitoring/evaluating the learning process;

“**collaboration protocol**” is established between the adult who is responsible for the pupil’s education (usually a parent) and the management of the school where the student is enrolled, and which spells out each party’s roles and responsibilities;

“**person responsible for education provision**”: in *home-schooling* is the parent or co-habitant; in *individualized instruction* it is the teacher chosen by the parent;

Art. 4 – Individualized process (**portfolio**)

The student’s learning must be documented systematically, revised throughout compulsory schooling in order to provide an overall view of the learning process, easing monitoring and allowing for adequate intervention as needed. The proper maintenance of the portfolio is the responsibility of the school of enrolment in collaboration with the person responsible for education provision, and must accompany the student every time a change in enrolment school takes place. The portfolio must include (at minimum): enrolment data, collaboration protocol, individual records of exams (as applicable), medical or psychological exams (as applicable), record of participation (certificate) in voluntary projects (arts, culture, sports, etc.) of relevant social and educational interest.

Chapter II – individualized instruction and home-schooling

Art 5 – Objectives

Basic and Secondary education to be provided in “individualized instruction” and “home-schooling” modalities, in response to preferences (personal or mobility reasons) of families who wish to assume more responsibility towards their children’s education outside the context of formal schooling. To assure this option, curricular organization must follow the principles, vision, values and areas of competence of the *Student Profile upon Exit from Compulsory Education*. It aims to assure that students receive: a general and common knowledge-base leading to secondary schooling; a general and specific learning experience aligned with the student’s interests and leading to life-long learning in Science and Technology, Socio-Economic Sciences, Languages and Humanities or Visual Arts.

Art. 6 – Curricular organization

Must follow the principles, vision, values and areas of competence of the *Student Profile upon Exit from Compulsory Education*: essential learning at the end of each cycle; essential learning from each discipline in the Science and Technology, Socio-Economic Sciences, Languages and Humanities or Visual Arts. In addition, it must include compulsory learning in the areas of Citizenship and Development.

Chapter II – attendance, enrolment and collaboration protocol

Art. 7 – Attendance

Requires enrolment, renovation of enrolment and collaboration protocol

Art. 8 – Enrolment

Request for enrolment must be provided to the director of the neighborhood (catchment) school or private/co-op school, by the parent, and include (among others) a justification for the request. It must include a certificate of academic qualifications of the person responsible for education provision. Enrolment is complemented by a student interview.

Art. 9 – renovation of enrolment

Requires the fulfilment of the collaboration protocol on the part of the parent, and the renovation of existing (or writing of a new) collaboration protocol

Art. 10 – decision of request

Once a request for enrolment is entered, the school director must respond within 10 working days (individualized instruction) or 15 working days (home-schooling). The school director might request an opinion from the general director which will respond within 15 working days. Enrolment might be conditional upon writing of the collaboration protocol

Art. 11 - collaboration protocol

Usually the collaboration protocol lasts for a year and can be changed or renewed by either party. It must include (at a minimum): the objective; who is involved; for how long; an outline of the management of the curriculum, with a plan for monitoring and evaluation; an assumption of Portuguese as the language of instruction, despite the allowance to have parts of the curriculum administered in one of the foreign languages included in the bilingual national curriculum (assuming that the person responsible for education provision is proficient in the foreign language and the enrolment school offers the foreign language); the possibility of being supported by a multidisciplinary team of the enrolment school; agreement to complete exams as normed; school spaces available to the student; etc.

Art. 12 – Interveners

The enrolment school, parents, teacher-tutor, person responsible for education provision (other teachers and DGE as needed for individualized instruction)

Art. 13 – Enrolment school

Assures follow-up, monitoring and evaluation of the learning process; registration in data-base and support to the parent. The school director is responsible for: enrolment, designate the professor-tutor, write collaboration protocol, inform parent of current curricular documents, inform competent authorities if students' rights are violated, cancel enrolment in some circumstances, etc.

Art. 14 – Parent (or co-habitant)

Present portfolio as determined in the collaboration protocol, enroll the students, guarantee presence of students in exams, attend school meetings as request, etc.

Art. 15 - person responsible for education provision

In “home-schooling” the person responsible for education provision must have, at a minimum, a tertiary education certificate (licentiate degree). In “individualized instruction” the person responsible for education provision must be a certified teacher.

Art. 16 – DGE

The DGE can provide support to the enrolling school and decides on specific instances regarding enrolment

Chapter IV

Art. 17 – Follow up

Follow up by the enrolment school is done through by the person responsible for education provision and through the portfolio and must include an auto-evaluation in addition to an opinion by the person responsible for education provision.

Art. 18 – End of cycle or level

Require an exit exam at the enrolment school

Art. 19 – transition between modalities – refers to Art. 8

Art. 20 – Conclusion and certificate

Certificate and diploma provided upon completion of requirements