

**GENERAL EDUCATION IN THE YOUTH SECTOR : PRESCHOOL,
ELEMENTARY SCHOOL AND SECONDARY SCHOOL**

2008-2009 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

August 2008

GENERAL EDUCATION IN THE YOUTH SECTOR

2008-2009 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

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2008-2009 School year

ABBREVIATIONS

EA:	<i>Education Act</i> (R.S.Q., c. I-13.3)
APE:	<i>Act respecting private education</i> (R.S.Q., c. E-9.1)
BSR:	<i>Basic school regulation for preschool, elementary and secondary education</i> Order in Council 651-2000, 1 June 2000, <i>Gazette officielle du Québec</i> , Part 2, 14 June 2000, page 2593 Amended by Order in Council 865-2001, 4 July 2001, <i>Gazette officielle du Québec</i> , Part 2, 11 July 2001, page 3534, by Order in Council 488-2005, 25 May 2005, <i>Gazette officielle du Québec</i> , Part 2, 8 June 2005, page 1655 and by Order in Council 699-2007, 22 August 2007, <i>Gazette officielle du Québec</i> , Part 2, 25 August 2007, page 2398A
RDLS:	<i>Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education</i> (M.O., 14 March 2006, <i>Gazette officielle du Québec</i> , Part 2, 29 March 2006, page 1159)
Bill 95:	<i>An Act to amend various legislative provisions of a confessional nature in the education field</i> (statutes of 2005, c. 20)

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The purpose of these Directives is to inform the school boards and private schools of decisions made by the Minister of Education, Recreation and Sports for the 2008-2009 school year under the *Education Act*, and to provide them with information on the application of the new provisions of the *Basic school regulation for preschool, elementary and secondary education*. These new provisions come into effect for the 2008-2009 and 2009-2010 school years.

1. COMING INTO EFFECT AND PROGRESSIVE APPLICATION OF MISCELLANEOUS REGULATORY PROVISIONS

YEAR		REFERENCES
2008-2009	<p data-bbox="505 332 1257 368">Preschool, elementary and secondary education</p> <ul data-bbox="540 393 2153 781" style="list-style-type: none"> <li data-bbox="540 393 2153 591">• The <i>Education Act</i> no longer contains provisions of a confessional nature, in particular a student's right to receive Catholic Religious and Moral Instruction or Protestant Moral and Religious Education. In addition, the compulsory subjects Moral Education, Catholic Religious and Moral Instruction and Protestant Moral and Religious Education have been removed from the subject lists set out in the <i>Basic school regulation</i>. These subjects have been replaced by the compulsory subject Ethics and Religious Culture. The application of the Ethics and Religious Culture program is compulsory from the first year of elementary school through to Secondary IV, inclusively (excluding Secondary III). <li data-bbox="540 616 2153 781">• Report cards with number grades and grade repetition. The <i>Regulation to amend the Basic school regulation for preschool, elementary and secondary education</i>, which was enacted by Order in Council 699-2007 on August 22, 2007, and which primarily concerns the report card, the competency report and grade repetition in elementary school, came into force on August 25, 2007. Its provisions apply to the 2008-2009 school year, except for those pertaining to the subject-specific and cross-curricular competencies, which are not applicable in Secondary V. <p data-bbox="505 806 838 842">Secondary education</p> <ul data-bbox="540 867 2153 1389" style="list-style-type: none"> <li data-bbox="540 867 2153 933">• A competency report will be transmitted to the parents of students who complete Secondary II, III or IV, a year of Pework Training or Training for a Semiskilled Trade. <li data-bbox="540 958 2153 1090">• The new provisions of the <i>Basic school regulation</i> pertaining to the subject-time allocation will continue to be applied gradually. For 2008-2009, their application is compulsory in Secondary IV. Meanwhile, section 35 of the former <i>Basic school regulation for secondary education</i> (Order in Council 74-90) will continue to apply to Secondary V, except with respect to the subjects of Catholic Religious and Moral Instruction, Protestant Moral and Religious Education, and Moral Education, which will no longer be taught. <li data-bbox="540 1136 2153 1301">• Concerning the implementation of the General Education Path and the Applied General Education Path in Secondary IV and the application of the Mathematics, Science and Technology and Applied Science and Technology programs, Pierre Bergevin, Assistant Deputy Minister for Preschool, Elementary and Secondary Education, provided information in letters addressed to the directors general of school boards and private schools on January 28, 2008, and March 3, 2008. Please consult these letters for further information. <li data-bbox="540 1326 2153 1389">• The Human Biology 314 program may no longer be used in teaching the compulsory Secondary III Science and Technology and Applied Science and Technology programs. 	<p data-bbox="2166 393 2287 459">Bill 95 EA, s. 459</p> <p data-bbox="2166 616 2467 715">Order in Council 699-2007 EA, s. 459</p> <p data-bbox="2166 867 2395 933">BSR, s. 29 and 30.1 EA, s. 459</p> <p data-bbox="2166 958 2467 1120">EA, s. 459 BSR, s. 23.1 Order in Council 74-90, s. 35 (former subject-time allocation)</p> <p data-bbox="2166 1136 2467 1235"><i>Info/Sanction</i> no. 561 (letter of March 3, 2008)</p> <p data-bbox="2166 1326 2306 1359">BSR, s. 23.1</p>

YEAR		REFERENCES
	<ul style="list-style-type: none"> Secondary IV and V elective subjects are required for admission to certain college-level pre-university or technical programs. For example, students enrolled in Secondary IV Science and Technology or Applied Science and Technology may take the elective courses Environmental Science and Technology, in the first case, or Science and the Environment, in the second. These courses will allow them to enroll in Secondary V elective science courses the following year, in Chemistry 534 and Physics 534, which will be taught for the last year in 2009-2010, or in the two new elective Chemistry (051-504 or 551-504) and Physics (053-504 or 553-504) courses. To be awarded a Secondary School Diploma (SSD) in 2010, students will have to have successfully completed 2 credits in a Secondary IV Arts Education program established by the Minister, that is, one of the following compulsory subjects: Drama (170-402 or 670-402), Visual Arts (168-402 or 668-402), Dance (172-402 or 672-402) or Music (169-402 or 669-402). Considering the special context of Arts Education programs, the Minister will not impose an examination in this area, but will provide tools to facilitate completion of the competency report. Application of the new regulatory provisions pertaining to the Work-Oriented Training Path is compulsory. <ul style="list-style-type: none"> Students who begin a Life Skills and Work Skills Education program under the Basic school regulation prior to July 1, 2007, may continue to pursue their studies and may receive the relevant certificate, where applicable. Students who, by virtue of the Minister's authorization, begin a transitional Life Skills and Work Skills Education program during the 2007-2008 or 2008-2009 school years may continue to pursue their studies and may receive the relevant certificate, where applicable. 	<p>Schedule 1: Progression of Students in Secondary Cycle Two Science and Technology or Applied Science and Technology Programs</p> <p>Order in Council 488-2005, s. 12 and 18</p> <p>BSR, s. 23.3-23.5, 33 and 33.1</p> <p>Order in Council 488-2005, s. 17</p> <p>EA, s. 223 and 471</p>
2009-2010	<p>Secondary education</p> <ul style="list-style-type: none"> All of the provisions of the <i>Basic school regulation</i>, in particular those pertaining to the list of subjects, the report card and the competency report, are applicable to students in Secondary I to V. The Physical Science 416/436 program may no longer be used to teach Secondary IV Science and Technology or Applied Science and Technology. A competency report will be transmitted to the parents of students who complete Secondary II, III, IV or V, a year of Pework Training or Training for a Semiskilled Trade. The requirements for obtaining a Secondary School Diploma (SSD) are extended to the five subject areas. As of May 1, 2010, students will have to have successfully completed a Secondary IV Arts Education program established by the Minister, as well as the Secondary V Ethics and Religious Culture program or the Secondary V Physical Education and Health program. These requirements are in addition to those already in effect since May 1, 2007, with respect to the other subject areas. 	<p>Order in Council 488-2005, s. 18 (2°)</p> <p>BSR, s. 23.1</p> <p>BSR, s. 30.1</p> <p>EA, s. 459, BSR, s. 32 Order in Council 488-2005, s. 12 and 18 (3°)</p>

2. MISCELLANEOUS INFORMATION

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
2.1 Departure From the List of Subjects and Exemptions to Provisions Regarding the Number of School Days		
2.1.1 Departures Authorized by School Boards and Private Schools		
School boards and private schools that depart from the list of subjects by virtue of the <i>Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education</i> (RDLS) must send the information required under section 3 (at the beginning of the project) and section 5 (at the end of the project) in writing to the Minister.	Schedule 2 should be used to forward the information required under section 3. The information required under sections 3 and 5 must be sent to the following address: Direction générale de la formation des jeunes 1035, rue De La Chevrotière, 17e étage Québec (Québec) G1R 5A5	RDLS Schedule 2: Information for the Minister on Departures From the List of Subjects Authorized by the School Board or Private School
2.1.2 Departures Authorized by the Minister		
The Minister's authorization is still needed for all special school projects that require the removal of subjects other than those stipulated in the RDLS. A request for departure must be sent to the Minister before February 7, 2009.		EA, s. 222
2.1.3 Four-Year-Old Students With Handicaps or Living in Low-Income Areas		
A school board may exempt any four-year-old child with a handicap or living in a low-income area from the application of the second paragraph of section 16 and the third paragraph of section 17 of the <i>Basic school regulation for preschool, elementary and secondary education</i> , which deal with the number of school days in the school calendar and the minimum number of hours per week that must be devoted to educational services, on the following conditions: In the organization of kindergarten classes with parent effectiveness training sessions, school boards must devote:		EA, s. 447 BSR, s. 12, 16 and 17, and Schedule I (Handicapped Students and Students Living in Low-Income Areas)
<ul style="list-style-type: none"> the equivalent of a minimum of 144 half-days to educational services a minimum of 9 hours and 25 minutes per week to educational services, and of 2 hours and 20 minutes per week to parent effectiveness training. 		

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
2.2 Local and Ministerial Programs 2.2.1 Local Programs of Four Credits or Less	<p>Local programs of four credits or less are approved by the school principal according to the provisions of the <i>Education Act</i> or <i>An Act respecting private education</i>.</p> <p>If none of the CHARLEMAGNE codes correspond to a local program representing no more than four credits, the school board, on behalf of the school, must ask the Ministère for a code using the form entitled Code Request for a Local Program of Four Credits or Less.</p> <p>The request must be accompanied by confirmation that the principal has approved the local program, in accordance with the guidelines established by the governing board in the case of a school under the authority of a school board.</p>	<p>EA, s. 96.15; APE, s. 33; BSR, s. 25</p> <p><i>Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector</i> (16-7175-07 and 16-7175-07A), Appendix 2: Form 1</p>
2.2.2 Exploration of Vocational Training, the Ministerial Program and Local Programs	<p>The ministerial program Exploration of Vocational Training may be implemented as an elective course during the 2008-2009 school year.</p> <p>In the budgetary rules for school boards, special funding is offered for any student having receiving certification at the end of the school year for a two- or four-credit program established by the Minister, based on the course codes provided by the Direction de la sanction des études. The program of study established by the Minister is provided for classes of around 30 students.</p> <p>A local career exploration program may be offered to students who receive recognition of the corresponding credits. However, no special funding is provided for this type of program. No more than four credits can be assigned to a career exploration program without prior authorization by the Minister. Appropriate program codes can be found in the CHARLEMAGNE system.</p>	<p>EA, s. 85 and 96.15</p> <p><i>Règles budgétaires pour l'année scolaire 2008-2009. Commissions scolaires</i> http://www.meq.gouv.qc.ca/DGFE/Regles/reg_cs/pdf/cs_2008-2009.pdf</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.2.3 Approval of Local Programs of Five Credits or More</p>	<p>The assignment of five credits or more to a secondary-level local program of study must be authorized by the Minister.</p> <p>The school board or private school must submit the school's request to the Ministère using Form 50-1 and attach two copies of the program so that the Ministère may examine the program and determine the number of credits to be assigned to it. The request must be sent to:</p> <p>Direction générale de la formation des jeunes 1035, rue De La Chevrotière, 17^e étage Québec (Québec) G1R 5A5</p>	<p>EA, s. 96.16 and 463 APE, s. 33 BSR, s. 25 Schedule 3: FORM 50-1</p>
<p>2.2.4 Approval of a Local Program to Replace a Ministerial Program</p> <p>The Minister of Education, Recreation and Sports may authorize, subject to the conditions he or she determines, a local program to replace an official program where a student or category of students is unable to benefit from the program established by the Minister.</p>	<p>School boards or private schools must submit a request for the replacement of an official program for the Minister's approval. The local program must also be submitted to the Minister for approval.</p>	<p>EA, s. 222.1 APE, s. 32</p>
<p>2.2.5 List of Elective Subjects for Which the Minister Establishes Programs of Study</p> <p>The Minister determines the list of elective subjects for which he or she establishes a program of study as well as the number of credits assigned to each of these subjects.</p>	<p>The list of elective subjects is included in Schedule 4.</p>	<p>EA, s. 463 APE, s. 32 Schedule 4: List of Elective Subjects for Which the Minister Establishes a Program of Study</p>
<p>2.2.6 Elementary-Level Arts Education</p>	<p>One of the two arts education subjects taught in elementary school must be offered successively in every year, 1 through 6.</p>	<p>BSR, s. 22</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.2.7 Students Receiving Special Welcoming Services or Special French-Language Instructional Services</p> <p>School boards that wish to exempt this category of students from the application of provisions concerning the subject-time allocation must use the following subject-time allocation:</p> <ul style="list-style-type: none"> ▪ French 65 per cent ▪ Mathematics 20 per cent ▪ Other subjects 15 per cent <p>2.3 Evaluation of Learning and Certification of Studies</p> <p>2.3.1 Report Cards and Competency Reports With Number Grades</p> <p>In August 2007, the <i>Basic school regulation for preschool, elementary and secondary education</i> was amended such that information pertaining to the development of subject-specific competencies, the subject and the class average is to be expressed in percentage form in elementary and secondary school (except in the case of students enrolled in Pework Training or Training for a Semiskilled Trade).</p> <p>2.3.1.1 Scales of Competency Levels</p> <p>If scales of competency levels exist, they must be used to determine the results of subject-specific competency development for the competency reports in elementary school, the first cycle of secondary school, General Education, Applied General Education and Training for a Semiskilled Trade.</p>	<p>Elementary education. Since the scales of competency levels published in 2002 for elementary education were not designed to be used in preparing the competency report, new scales will be developed in 2008-2009 and must be used for competency reports prepared in June 2009. (A preliminary version of these new scales was published in spring 2008 for purposes of assimilation, training and validation.)</p>	<p>EA, s. 447 BSR, s. 23.2</p> <p>BSR, s. 30.1</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	<p>Secondary education. At the end of Secondary Cycle One and in the third and fourth years of secondary school, the scales of competency levels that have already been published must be used. The scales of competency levels for Secondary IV will be published in fall 2008.</p> <p>Training for a Semiskilled Trade. In the case of Training for a Semiskilled Trade, the scales of competency levels for Secondary Cycle One must be used to evaluate subjects in general education. The compulsory scales of competency levels for evaluating subjects in practical training are presented in the document entitled <i>Échelles des niveaux de compétence, parcours de formation axée sur l'emploi</i>. These scales and the conversion tables are available on the reserved MELS Web site for ministry programs.</p> <p>Pework Training. In the case of Pework Training in the Work-Oriented Training Path, scales of competency levels are proposed for evaluating each competency of the programs. These scales increase the uniformity of the evaluations presented in competency reports and make it easier to compare results when a student switches to Training for a Semiskilled Trade. These scales and the correspondence tables are available as working documents on the reserved MELS Web site for ministry programs.</p>	<p><i>Scales of Competency Levels: Secondary School Education, Cycle One.</i> 2006. ISBN 2-550-48498-3</p> <p><i>Scales of Competency Levels. Secondary School Education, Cycle Two.</i> First edition: Secondary III. 2007. ISBN 978-2-550-51181-6</p> <p>Direction générale de la formation des jeunes Québec Education Program WORKING DOCUMENT http://documents.educationquebec.qc.ca/prpogrammes/</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.1.2 Class Average</p>	<p>The requirement to indicate the class average in a student's report cards and competency reports applies only to those students in a class who are working on acquiring the same learning as the other students in the class.</p> <p>For example: In a class of 30 students where 18 are in year 3 of elementary school and 12 are in year 4, the class average for the year 3 students is calculated on the basis of the results of the 18 students in that year.</p>	<p>BSR, s. 30 and 30.1</p>
<p>2.3.1.3 Simplified Competencies</p> <p>In the report cards and competency reports for preschool, elementary and secondary education, the competencies for programs of activities or programs of study must, in accordance with the <i>Basic school regulation</i>, appear in simplified formulations.</p>	<p>The simplified competencies are presented on the MELS Web site.</p>	<p>BSR, s. 30 and 30.1</p> <p>Simplified competencies presented on the MELS Web site</p>
<p>2.3.1.4 Conversion Tables and Results Expressed in Percentage Form</p> <p>The conversion tables available on the MELS Web site indicate the weighting of the competencies (relative importance expressed as percentages) for each subject. These conversion tables are applicable in 2008-2009 for elementary education as well as for the first four years of secondary school.</p> <p>In accordance with the <i>Basic school regulation</i>, teachers must use these weightings to determine the subject results for report cards and competency reports.</p>		<p>Conversion tables available on the MELS Web site</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES						
<p>2.3.1.5 Report Cards and Competency Reports for Students Experiencing a Substantial Degree of Difficulty</p> <p>Students experiencing a substantial degree of difficulty, including students for whom the program requirements have been modified, are subject to all the provisions of the <i>Basic school regulation</i> concerning percentage marks in report cards and competency reports, including:</p> <ul style="list-style-type: none">○ report cards: expressing the status of development of subject-specific competencies as a percentage mark○ competency reports: indicating the level of development of each subject-specific competency as a percentage mark, based on any existing scales of competency levels○ report cards and competency reports: expressing results as a percentage mark for each subject taught <p>These provisions concerning percentage marks apply to students in ordinary classes, special classes and individualized paths, but do not apply to students in Prework Training.</p>	<p>Report cards and competency reports: clearly indicate that the requirements have been modified</p> <p>Students experiencing a substantial degree of difficulty, except students in Prework Training, are subject to the same programs of study as other students their age. However, the program requirements must be modified for some of these students to take into account their needs and abilities, in accordance with their individualized education plans.</p> <p>Report cards and competency reports must clearly indicate to parents each case where program requirements have been modified and that consequently the learning acquired does not meet the requirements set out for the cycle.</p> <p>Report card: specify the competencies for which the requirements have been modified</p> <p>The report card must also indicate the competencies for which the requirements have been modified. For example, the requirements in English Language Arts may have been modified for the competencies <i>Reads and listens to written, spoken and media texts</i> and <i>Writes a variety of genres for personal and social purposes</i>, but not for the competency <i>Uses language/talk to communicate and to learn</i>.</p> <div><p><i>EXAMPLE</i></p><p>REPORT CARD English Language Arts</p><table><tr><td>Reads and listens to texts *</td><td>78%</td></tr><tr><td>Writes different texts*</td><td>81%</td></tr><tr><td>Uses language to communicate and to learn</td><td>70%</td></tr></table><p>* Because of the student’s difficulties, the results for the competencies with an asterisk (*) take into account the objectives set specifically for the student under his or her individualized education plan. However, these results are below the requirements set for students his or her age.</p></div>	Reads and listens to texts *	78%	Writes different texts*	81%	Uses language to communicate and to learn	70%	<p>BSR, s. 30 and 30.1</p>
Reads and listens to texts *	78%							
Writes different texts*	81%							
Uses language to communicate and to learn	70%							

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES												
<p>Competency reports : information that supports decisions on academic progress</p> <p>Section 28 of the <i>Basic school regulation</i> provides that a “decision to promote a student to the next cycle shall be based on the student's competency report and on the rules governing promotion established by the school or the school board, according to their respective responsibilities.”</p>	<p>Competency reports : provide information that supports the decisions made concerning academic progress, especially when a student is promoted to the following cycle</p> <p>The competency report of a student with modified requirements must include information that supports the decisions made concerning academic progress, especially when the student is promoted to the following cycle, and indicate any required assistance measures.</p> <p>Especially at the secondary level, a student’s competency report should indicate the level of development attained for each competency of the program of study that corresponds to students his or her age. For a student whose requirements were modified under an individualized education plan, additional information helps determine the precise level of competency development.</p> <div><p><i>EXAMPLE</i></p><p>COMPETENCY REPORT Secondary III English Language Arts</p><table><tr><th></th><th>Requirements set in accordance with the individualized education plan</th><th>Requirements of Secondary Cycle One</th></tr><tr><td>Reads and listens to texts *</td><td>81%</td><td>Below the requirements</td></tr><tr><td>Writes different texts*</td><td>76%</td><td>Below the requirements</td></tr><tr><td>Uses language to communicate and to learn</td><td></td><td>67%</td></tr></table><p>* Because of the student’s difficulties, the percentage marks for the competencies with an asterisk (*) take into account the objectives set specifically for the student under his or her individualized education plan. According to the Secondary Cycle Two program, these competencies have been developed <i>below the requirements</i>, which corresponds to a mark of 30%.</p></div>		Requirements set in accordance with the individualized education plan	Requirements of Secondary Cycle One	Reads and listens to texts *	81%	Below the requirements	Writes different texts*	76%	Below the requirements	Uses language to communicate and to learn		67%	<p>BSR, s. 28</p>
	Requirements set in accordance with the individualized education plan	Requirements of Secondary Cycle One												
Reads and listens to texts *	81%	Below the requirements												
Writes different texts*	76%	Below the requirements												
Uses language to communicate and to learn		67%												

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.2 Admission to Uniform Examinations</p>	<p>No student may be barred from writing a uniform examination because he or she has not attended a sufficient number of classes or because his or her school marks are too low.</p>	<p>EA, s. 208 and 231, BSR, s. 31</p>
<p>2.3.3 Examination Sessions</p> <p>The Ministère holds three examination sessions each school year: in January, June and August.</p> <p>The dates and times for the uniform and compulsory examinations must be strictly observed. Only the Minister may authorize a change to the schedule.</p>	<p>Measures that adapt the conditions for administering ministerial examinations can be established for students with specific needs, in accordance with the requirements set out in <i>Info/Sanction</i>, no. 451 and 480.</p>	<p>EA, s. 231 and 470</p> <p>Schedule 5: Schedules for the June, August and January examination sessions</p> <p><i>Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector</i> (16-7175-07 and 16-7175-07A)</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.4 Requirements for Awarding Secondary School Diplomas</p> <p>On May 1, 2007, regulatory provisions came into force that raise the requirements for awarding the Secondary School Diploma (SSD). As of this date, and until April 30, 2010, an SSD will be awarded to only those students who have earned at least 54 credits at the Secondary IV or V level; among those credits, there must be at least 20 credits at the Secondary V level and:</p> <ul style="list-style-type: none"> (1) 6 credits in Secondary V language of instruction (2) 4 credits in Secondary V second language (3) 6 credits in Secondary IV Mathematics (4) 6 credits in Secondary IV Physical Science (5) 4 credits in Secondary IV History of Québec and Canada <p>Students who are declared as Secondary V students in General Education in the youth sector for the 2008-2009 school year and who are not awarded a diploma in June 2009 will be subject to the certification rules in force on May 1, 2007 (J4), until June 2010.</p>		<p>BSR, s. 32 EA, s. 459</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.5 Certificate in On-the-Job Training in a Recycling Facility</p>	<p>Certification in on-the-job training in a recycling facility may be awarded by the Minister to students who have successfully completed this training.</p> <p>Any school board that wishes that the Minister award a certificate in on-the-job training in a recycling facility to students who have successfully completed the program must submit to the Minister a request for recognition of the training provided by the Centre de formation en entreprise et récupération (CFER) under the authority of the school board.</p>	<p>Reference to the letter of the Assistant Deputy Minister, Pierre Bergevin, dated June the 12th</p>
<p>2.3.6 Work-Oriented Training Path</p>	<p>Specific competencies. The programs of study established by the Minister for the compulsory subjects of Work Skills in Prework Training and Preparation for a Semiskilled Trade in Training for a Semiskilled Trade allow students to develop specific competencies associated with one or more trades. These competencies vary from one student to another, according to their abilities and career-related interests.</p> <p>Competencies specific to the competency report. These competencies, as well as the competencies included in the program, should appear in the competency report, as this information could help students enter the job market.</p> <p>Training certificate for a semiskilled trade. This certificate is awarded by the Minister on the recommendation of the school board.</p>	<p>BSR, s. 23.4 and 23.5</p>
<p>2.4 Preschool Education: Provisions Regarding Welcoming Services</p>	<p>In preschool education, days may be used to welcome parents and students, subject to the applicable provisions.</p> <p>School boards and schools must ensure that the applicable provisions are complied with, in particular sections 16 and 17 of the <i>Basic school regulation for preschool, elementary and secondary education</i>.</p>	<p>BSR, s. 16 and 17</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5 Students With Handicaps, Social Maladjustments or Learning Difficulties</p> <p>2.5.1 Definitions: At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties</p> <p>2.5.2 Preschool Education: Students With Moderate to Severe Intellectual Impairments</p> <p>2.5.3 Elementary Education: Students With Moderate to Severe Intellectual Impairments</p> <p>2.5.3.1 Elementary-Level Programs</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments from the application of provisions concerning the subject-time allocation must use the following adapted programs of study:</p> <ul style="list-style-type: none"> ▪ français or Language for Life ▪ mathématique or Mathematics ▪ sciences humaines or Social Studies 	<p>The definitions regarding these students are set out in a document entitled <i>Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties</i>.</p> <p>The program of preschool activities is offered to all students, including those with moderate to severe intellectual impairments.</p>	<p><i>Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties</i> (19-7065A) (http://www.mels.gouv.qc.ca/DGFJ/das/orientations/ehdaa.html)</p> <p>EA, s. 461</p> <p>BSR, s. 23.2 (1)</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5.3.2 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with moderate to severe intellectual impairments from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1 of the <i>Basic school regulation</i>, which concern information to be included in report cards and competency reports, respectively, on the following conditions:</p> <p>If the student is enrolled in an adapted program (indicated in section 2.5.3.1 of these Directives):</p> <p>The report card must include, in addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the <i>Basic school regulation</i>, a rating indicating the student's progress in relation to the educational objectives set for him or her, with reference to the program of study taught.</p> <p>The competency report must include a rating indicating the level of development achieved by the student for each component of each subject.</p> <p>If the student is not enrolled in an adapted program (indicated in section 2.5.3.1 of these Directives):</p> <p>If a school board does not exempt a student with a moderate to severe intellectual impairment from the application of provisions pertaining to the subject-time allocation, this student will be taught the programs of study established for students as a whole, but the requirements will be modified. In this case:</p> <p>The report card must indicate the changes made to the requirements set by the programs of study established by the Minister. In addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the <i>Basic school regulation</i>, the student's report card must include a rating reflecting the level of development achieved by the student for the competencies as modified by the individualized education plan if these competencies were evaluated.</p>		<p>BSR, s. 30.3</p>

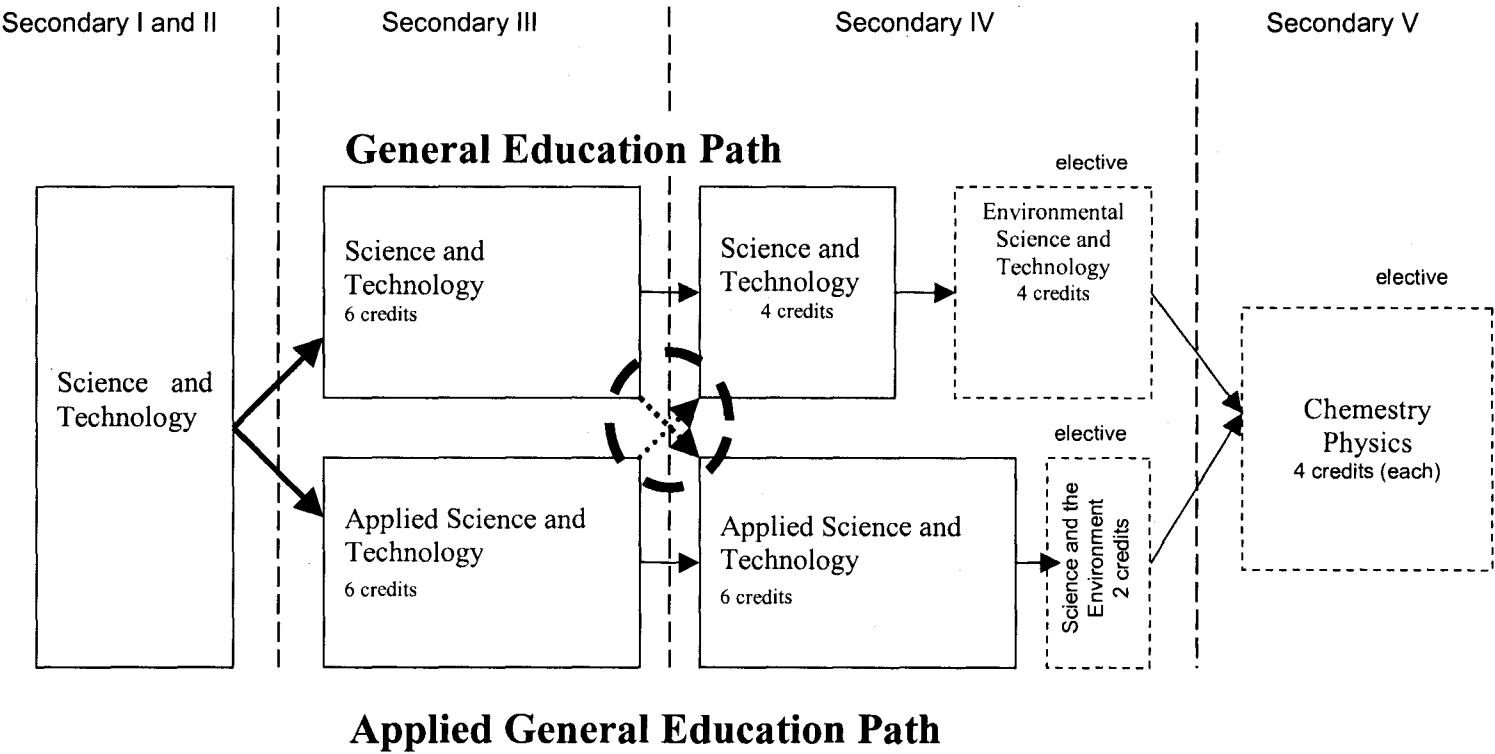
PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>The competency report must include a rating indicating the level of development achieved by the student for each competency of the programs of study established by the Minister and taking into account any changes contained in the student's individualized education plan.</p>		
<p>2.5.4 Secondary Education: Students With Moderate to Severe Intellectual Impairments</p>		
<p>2.5.4.1 Secondary-Level Programs</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments from the application of provisions concerning the subject-time allocation must offer students aged 13 to 15 the adapted <i>Programmes d'études adaptés avec compétences transférables essentielles</i> (PACTE) (available in French only). Students aged 16 to 21 must be offered the adapted program entitled <i>Challenges: An Educational Approach That Facilitates Integration</i> (CHALLENGES).</p> <p>Confessional religious and moral instruction and moral education as part of the CHALLENGES program may no longer be taught.</p>	<p>The adapted program entitled Challenges is available on the Web site of the Direction de l'adaptation scolaire. It should be noted that they may be used for other students with handicaps (e.g. students with pervasive developmental disorders) if these students also have moderate to severe intellectual impairments.</p>	<p>BSR, s. 23.2 and Schedule II http://www.mels.gouv.qc.ca/DGFJ/das/orientations/programmes.html</p>
<p>2.5.4.2 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with moderate to severe intellectual impairments from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1 of the <i>Basic school regulation</i>, which respectively concern information to be included in report cards and competency reports, on the following conditions:</p> <p>If the student is enrolled in an adapted program (indicated in section 2.5.4.1 of these Directives):</p> <p>The report card must include, in addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the <i>Basic school regulation</i>, a rating indicating the student's progress in relation to the educational objectives set for him or her, with reference to the program of study taught.</p>	<p>For the PACTE program, see the table on page 33 to identify the components for each subject. For the CHALLENGES program, see the table on page 41 to identify the components of each subject.</p>	<p>BSR: 30.3</p> <p><i>Info-Sanction 567</i></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>The competency report must include a rating indicating the level of development achieved by the student for each component of each subject.</p> <p>If the student is not enrolled in an adapted program (indicated in section 2.5.4.1 of these Directives): If a school board does not exempt a student with a moderate to severe intellectual impairment from the application of provisions pertaining to the subject-time allocation, this student will be taught the programs of study established for students as a whole, but the requirements will be modified.</p> <p>In this case the report card must indicate the changes made to the requirements set by the programs of study established by the Minister. In addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the <i>Basic school regulation</i>, the student's report card must include a rating reflecting the level of development achieved by the student for the competencies as modified by the individualized education plan if these competencies were evaluated.</p> <p>The competency report must include a rating indicating the level of development achieved by the student for each competency of the programs of study established by the Minister and taking into account any changes contained in the student's individualized education plan.</p>	<p>It is important that the course codes assigned to students with moderate to severe intellectual impairments correspond to the programs that they are actually being taught. If a student is being taught a program of study for students as a whole but the requirements have been modified, the course code recorded on his or her report card must be changed.</p>	<p><i>Info-Sanction 567</i></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5.5 Students With Profound Intellectual Impairments</p> <p>2.5.5.1 Programs</p> <p>School boards that wish to exempt students with profound intellectual impairments from the application of provisions concerning the subject-time allocations for elementary and secondary school must offer these students programs designed to help them acquire practical skills in the areas of cognitive development, communication skills, motor skills, social skills, emotional development and life skills. School boards may also use the <i>Programme éducatif adapté aux élèves handicapés par une déficience intellectuelle profonde</i>, (trial version, October 2004) or the <i>Adapted Education Program for Students With a Profound Intellectual Impairment</i> (trial version, October 2005). This program is aimed at students who are 4 to 21 years of age.</p> <p>2.5.5.2 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with profound intellectual impairments from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1 of the <i>Basic school regulation</i>, which respectively concern information to be included in report cards and competency reports, on the following conditions:</p> <p>The report card must include, in addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the <i>Basic school regulation</i>, a rating indicating the student's progress in relation to the educational objectives set for him or her, with reference to the program of study taught.</p> <p>The competency report must include a rating indicating the level of development achieved by the student for each area or subject-specific competency concerned.</p>	<p>This adapted program is available on the Web site of the Direction de l'adaptation scolaire. It should be noted that the program may be used for other students with handicaps (e.g. students with pervasive developmental disorders) if these students also have profound intellectual impairments.</p>	<p>EA, s. 447 BSR, s. 23.2 and Schedule II</p> <p>http://www.mels.gouv.qc.ca/DGFJ/das/orientations/deficienceprofonde.html</p> <p>BSR, s. 30.3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.6 Admission for Students Over the Age Limit</p> <p>Any person to whom section 14 of the <i>Basic school regulation for preschool, elementary and secondary education</i> applies may, beginning on the first day of the calendar for the current school year, receive educational services provided in a school if he or she is likely to fulfill the requirements set by the <i>Basic school regulation</i> for obtaining, during this school year, a Secondary School Diploma, a prework training certificate or a training certificate for a semiskilled trade, or if he or she is likely to be awarded a certificate in life skills and work skills education or a certificate in on-the-job training in a recycling facility.</p> <p>Any person to whom section 14 of the <i>Basic school regulation</i> applies may also receive educational services if he or she has been admitted to a vocational training program without obtaining the general education credits required as prerequisites for the program.</p> <p>2.7 Sharing Responsibilities</p> <p>It is important to recall that under the <i>Education Act</i>, the governing board of each school is responsible for approving the time allocation for each subject as proposed by the school principal.</p>	<p>School boards sometimes propose rules for the schools in their territory to help them plan activities for the coming school year. Any such rule on the time allocation for a particular subject, however, must be viewed as only a proposal, given that governing boards have the authority under the <i>Education Act</i> to approve the time allocation.</p>	<p>BSR, s. 14</p> <p>EA, s. 86</p>

Schedule 1: Progression of Students in Secondary Cycle Two Science and Technology or Applied Science and Technology Programs



Schedule 2: Information for the Minister on Departures From the List of Subjects Authorized by the School Board or Private School

Form to provide the Minister with information on departures from the list of subjects offered by a school board or private school

Departures from the list of subjects for a special school project applicable to a group of students

Please return to the MELS by November 30, 2008, at the following address: jean-francois.giguere@mels.gouv.qc.ca

Name of school board or private school:

Signature of the director general:

For more information, please contact Jean-François Giguère, in charge of the Basic school regulation at the Ministère's Direction générale de la formation des jeunes:

Telephone: 418-643-3452, extension 2546

E-mail: jean-francois.giguere@mels.gouv.qc.ca

School	Title of project and brief description	Type of request for authorization			Request		Subject(s) removed	Duration of project year(s) concerned
		Students 16 to 18 years old or 16 to 21 years old (with handicaps) in vocational training	Special school project for a group of students	Implementation of the Québec Education Program in Secondary V	1st	R e n e w a l		
		Place an "X" in the appropriate columns			Place an "X"			
		()	()	(x)	(x)	()		
Objectives and needs met by the project:								
		()	()	()	()	()		
Objectives and needs met by the project:								

Schedule 3: Local Programs of Five Credits or More

REQUEST FOR AUTHORIZATION

FORM 50-1

SUBJECT OF THE REQUEST
Local Programs of Five Credits or More

REGIONAL OFFICE	ADMINISTRATIVE REGION
SCHOOL BOARD OR SCHOOL	INSTITUTION CODE
NUMBER OF DELEGATION RESOLUTION OR BY-LAW	
PERSON IN CHARGE OF FILE	TELEPHONE
SIGNATURE OF THE SCHOOL BOARD DIRECTOR GENERAL	DATE
RETURN TO THE REGIONAL OFFICE	DATE
DOES PROGRAM IMPLEMENTATION REQUIRE AUTHORIZATION FOR DEPARTURE FROM THE LIST OF SUBJECTS? IF YES, ATTACH THE FORM REQUESTING AUTHORIZATION FOR DEPARTURE FROM THE LIST OF SUBJECTS FOR A SPECIAL SCHOOL PROJECT APPLICABLE TO A GROUP OF STUDENTS.	

I General information on the program

Name of school	
Title of program	
Number of hours per year	
Number of credits assigned to the program	

Students concerned

Secondary I	<input type="checkbox"/>
Secondary II	<input type="checkbox"/>
Secondary III	<input type="checkbox"/>
Secondary IV	<input type="checkbox"/>
Secondary V	<input type="checkbox"/>

Other information

- II The program and the needs of the students
- III The connections between the guiding principles of the local program and those of the official program of study, where applicable
- IV The students concerned and the selection criteria
- V The organization of instruction, the learning context and the percentage of time allotted to each of the program components
- VI An overview of the program
- VII The program
- VIII Conditions for evaluation

Schedule 4: List of Elective Subjects for Which the Minister Establishes a Program of Study

Secondary Cycle Two

General Education and Applied General Education Paths

Science and the Environment (058-402 or 558-402) 2 credits	Secondary IV, Applied General Education Path
Environmental Science and Technology (058-404 or 558-404) 4 credits	Secondary IV, General Education Path
Physics (053-504 or 553-504) 4 credits	Secondary V, General Education and Applied General Education Paths
Chemistry (051-504 or 551-504) 4 credits	Secondary V, General Education and Applied General Education Paths
ELECTIVE PROGRAMS IN ARTS EDUCATION 4 credits	Cycle Two
Drama (170-404 or 670-404; 170-504 or 670-504)	
Visual Arts (168-404 or 668-404; 168-504 or 668-504)	
Dance (172-404 or 672-404; 172-504 or 672-504)	
Music (169-404 or 669-404; 169-504 or 669-504)	
Drama and Multimedia (170-494 or 670-494; 170-594 or 670-594)	
Visual Arts and Multimedia (168-494 or 668-494; 168-594 or 668-594)	
Dance and Multimedia (172-494 or 672-494; 172-594 or 672-594)	
Music and Multimedia (169-494 or 669-494; 169-594 or 669-594)	
Spanish as a Third Language (141-304 or 641-304; 141-404 or 641-404; 141-504 or 641-504) 4 credits	The Spanish program has been developed for use in Secondary III, IV and V. Four credits are assigned for each year.
Personal Orientation Project (106-404 or 606-404) 4 credits	Elective subject necessarily offered in Secondary IV in the Applied General Education Path and that may also be offered in the General Education Path during the three years of Cycle Two and in Secondary V of the Applied General Education Path.
Entrepreneurship (104-402 or 604-402; 104-404 or 604-404) 2 or 4 credits	Elective subject necessarily offered in Secondary IV and V in the Applied General Education Path and that may also be offered in the General Education Path during the three years of Cycle Two.
Exploration of Vocational Training (198-402 or 698-402; 198-404 or 698-404) 2 or 4 credits	Elective subject necessarily offered in Secondary IV and V in the Applied General Education Path and that may also be offered in the General Education Path during the three years of Cycle Two.

Schedule 5: Examination Schedule for the August 2008 and January and June 2009 Examination Sessions

EXAMINATION SCHEDULE FOR THE AUGUST 2008 EXAMINATION SESSION

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH*		
JULY 28 TO 30, 2008					
Remise du cahier de préparation Français, écriture, Secondary V		129-510			
AUGUST 4, 2008			AUGUST 4, 2008		
8:45 A.M. – 12:00 P.M.	Français, écriture, Secondary V	129-510	9:00 A.M. – 12:00 P.M.	English Language Arts (Part I)	630-516
1:00 – 3:30 P.M.	Histoire du Québec et du Canada	085-414	1:00 – 3:30 P.M.	History of Québec and Canada	585-414
AUGUST 5, 2008			AUGUST 5, 2008		
8:30 – 9:45 A.M.	Anglais, Secondary V Production d'un discours oral	156-510	9:00 A.M. – 12:00 P.M.	English Language Arts (Part II)	630-516
10:00 A.M. – 12:00 P.M.	Production d'un discours écrit	156-520	1:00 – 4:00 P.M.	English Language Arts (Part III)	630-516
1:00 – 2:00 P.M.	Compréhension d'un discours oral	156-530			
2:15 – 4:00 P.M.	Compréhension d'un discours écrit	156-540			
AUGUST 6, 2008			AUGUST 6, 2008		
9:00 A.M. – 12:00 P.M.	Mathématique 436	068-436	9:00 A.M. – 12:00 P.M.	Mathematics 436	568-436
1:00 – 4:00 P.M.	Mathématique 514	068-514	1:00 – 4:00 P.M.	Mathematics 514	568-514
AUGUST 7, 2008			AUGUST 7, 2008		
9:00 – 11:00 A.M.	Sciences physiques 416	056-470	9:00 – 11:00 A.M.	Physical Science 416	556-470
			1:00 – 3:00 P.M.	French Listening	636-530
AUGUST 8, 2008			AUGUST 8, 2008		
			9:00 – 11:00 A.M.	French Reading	636-520
			1:00 – 3:00 P.M.	French Writing	636-510

* Schools may administer the French Speaking examination (636-540) before August 4, 2008.

April 24, 2007

EXAMINATION SCHEDULE FOR THE JANUARY 2009 EXAMINATION SESSION

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH*		
NOVEMBER 28, 2008					
Remise du cahier de préparation - Français, écriture, Secondary V		129-510			
DECEMBER 4, 2008					
8:45 A.M. – 12:00 P.M.	Français, écriture, Secondary V	129-510			
DECEMBER – JANUARY					
Anglais, Secondary V - Production d'un discours oral		156-510			
JANUARY 12, 2009			JANUARY 12, 2009		
9:00 – 11:00 A.M.	Anglais, Secondary V Production d'un discours écrit	156-520	8:45 – 10:45 A.M.	French Reading	636-520
1:00 – 2:00 P.M.	Compréhension d'un discours oral	156-530	1:00 – 3:00 P.M.	French Writing	636-510
2:15 – 4:00 P.M.	Compréhension d'un discours écrit	156-540			
JANUARY 13, 2009			JANUARY 13, 2009		
9:00 A.M. – 12:00 P.M.	Mathématique 436	068-436	9:00 A.M. – 12:00 P.M.	Mathematics 436	568-436
1:00 – 4:00 P.M.	Mathématique 514	068-514	1:00 – 4:00 P.M.	Mathematics 514	568-514
JANUARY 14, 2009			JANUARY 14, 2009		
9:00 – 11:00 A.M.	Sciences physiques 416	056-470	9:00 – 11:00 A.M.	Physical Science 416	556-470
			1:00 – 4:00 P.M.	English Language Arts (Part I)	630-516
JANUARY 15, 2009			JANUARY 15, 2009		
9:00 – 11:30 A.M.	Histoire du Québec et du Canada	085-414	9:00 – 11:30 A.M.	History of Québec and Canada	585-414
			1:00 – 4:00 P.M.	English Language Arts (Part II)	630-516
			JANUARY 16, 2009		
			9:00 A.M. – 12:00 P.M.	English Language Arts (Part III)	630-516
			1:00 – 3:00 P.M.	French Listening	636-530

* Schools may administer the French Speaking examination (636-540) and the Anglais, production d'un discours oral examination (156-510) before January 12, 2009.

September 13, 2007

EXAMINATION SCHEDULE FOR THE JUNE 2009 EXAMINATION SESSION

FRENCH EXAMINATIONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>APRIL 15 TO 20</u> FRANÇAIS ÉCRITURE END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION) 014-610-01	<u>MAY 25 TO 29</u> FRANÇAIS LECTURE END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION) 014-610-02	<u>APRIL 27 TO JUNE 12</u> MATHÉMATIQUE END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION) 022-610	<u>APRIL 30</u> REMISE DU CAHIER DE PREPARATION FRANÇAIS ECRITURE, SECONDARY V 129-510 (UNIFORM EXAMINATION)	
<u>MAY</u> ANGLAIS, LANGUE SECONDE, SECONDARY V PRODUCTION D'UN DISCOURS ORAL 156-510 (UNIFORM EXAMINATION)			<u>MAY 7</u> 9 A.M. - 12:15 P.M. FRANÇAIS ECRITURE, SECONDARY V 129-510 (UNIFORM EXAMINATION)	
	<u>MAY 26</u> 9 A.M. - 12 P.M. MATHÉMATIQUE, SECONDARY IV COMPETENCY 1 CULTURE, SOC. ET TECHN. 063-410 TECHNICO-SCIENCES 064-410 SCIENCES NATURELLES 065-410 (COMPLEMENTARY EXAMINATIONS)	<u>MAY 27</u> 9 - 11 A.M. ANGLAIS, SECONDARY V PRODUCTION D'UN DISCOURS ECRIT 156-520 (UNIFORM EXAMINATION)		<u>JUNE</u> FRANÇAIS 014-410 END OF ELEMENTARY CYCLE TWO (COMPULSORY EXAMINATION) FRANÇAIS 132-216 END OF SECONDARY CYCLE ONE (COMPULSORY EXAMINATION)
			<u>JUNE 11</u> 9 A.M. - 12 P.M. HISTOIRE ET EDUCATION A LA CITOYENNETE, SECONDARY IV 087-404 (COMPLEMENTARY EXAMINATION)	
<u>JUNE 15</u> 9 - 11 A.M. SCIENCES PHYSIQUES 416 056-470 (UNIFORM EXAMINATION) 9 A.M. - 12 P.M. SCIENCE ET TECHNOLOGIE 055-410 (COMPLEMENTARY EXAMINATION) 9 A.M. - 12 P.M. APPLICATIONS TECHNOLOGIQUES 057-410 ET SCIENTIFIQUES (COMPLEMENTARY EXAMINATION)	<u>JUNE 16</u> 9 - 10 A.M. ANGLAIS, SECONDARY V COMPREHENSION D'UN 156-530 DISCOURS ORAL (UNIFORM EXAMINATION) 10:15 A.M.- 12 P.M. ANGLAIS, SECONDARY V COMPREHENSION D'UN 156-540 DISCOURS ECRIT (UNIFORM EXAMINATION)	<u>JUNE 17</u> 9 A.M. - 12 P.M. MATHÉMATIQUE, SECONDARY IV COMPETENCIES 2 AND 3 CULTURE, SOC. ET TECHN. 063-420 TECHNICO-SCIENCES 064-420 SCIENCES NATURELLES 065-420 (COMPLEMENTARY EXAMINATIONS)	<u>JUNE 18</u> 9 A.M. - 12 P.M. MATHÉMATIQUE 514 068-514 (UNIFORM EXAMINATION)	

EXAMINATION SCHEDULE FOR THE JUNE 2009 EXAMINATION SESSION ENGLISH EXAMINATIONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAY - JUNE FRENCH SPEAKING 636-540 (UNIFORM EXAMINATION)				
<u>APRIL 13 TO JUNE 12</u> ENGLISH LANGUAGE ARTS 514-600 END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION)	<u>APRIL 27 TO JUNE 12</u> MATHEMATICS 522-610 END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION)			
	<u>MAY 26</u> 9 A.M. - 12 P.M. MATHEMATICS, SECONDARY IV COMPETENCY 1 CULTURAL, SOCIAL AND TECH. OPTION 563-410 TECHNICAL AND SCIENTIFIC OPTION 564-410 SCIENCE OPTION 565-410 (COMPLEMENTARY EXAMINATION)	<u>MAY 28 TO JUNE 3</u> 9 A.M. - 12 P.M. ENGLISH LANGUAGE ARTS 516 630-516 (PART I) (UNIFORM EXAMINATION)	<u>JUNE 4</u> 9 A.M. - 12 P.M. ENGLISH LANGUAGE ARTS 516 630-516 (PART II) (UNIFORM EXAMINATION)	
<u>JUNE 8</u> 9 A.M. - 12 P.M. ENGLISH LANGUAGE ARTS 516. (PART III) 630-516 (UNIFORM EXAMINATION)			<u>JUNE 11</u> 9 A.M. - 12 P.M. HISTORY AND CITIZENSHIP EDUCATION, SECONDARY 4 587-404 (COMPLEMENTARY EXAMINATION)	
<u>JUNE 15</u> 9 - 11 A.M. PHYSICAL SCIENCE 416 556-470 (UNIFORM EXAMINATION) 9 A.M. - 12 P.M. SCIENCE AND TECHNOLOGY 555-410 (COMPLEMENTARY EXAMINATION) 9 A.M. - 12 P.M. APPLIED SCIENCE AND TECHN. 557-410 (COMPLEMENTARY EXAMINATION)	<u>JUNE 16</u> 9 - 11 A.M. FRENCH READING 636-520 (UNIFORM EXAMINATION) 1 - 3 P.M. FRENCH WRITING 636-510 (UNIFORM EXAMINATION)	<u>JUNE 17</u> 9 A.M. - 12 P.M. MATHEMATICS, SECONDARY IV COMPETENCIES 2 AND 3 CULTURAL, SOCIAL AND TECH. OPTION 563-420 TECHNICAL AND SCIENTIFIC OPTION 564-420 SCIENCE OPTION 565-420 (COMPLEMENTARY EXAMINATION)	<u>JUNE 18</u> 9 A.M. - 12 P.M. MATHEMATICS 514 568-514 (UNIFORM EXAMINATION) 1 - 3 P.M. FRENCH LISTENING 636-530 (UNIFORM EXAMINATION)	