

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

2009-2010 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

AUGUST 2009

Québec 

GENERAL EDUCATION IN THE YOUTH SECTOR

2009-2010 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

Coordination

Direction du Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire

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Approved on:



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Preschool, Elementary and Secondary Education
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2009-2010 school year

ABBREVIATIONS

EA: *Education Act (R.S.Q., c. I-13.3)*

APE: *Act respecting private education (R.S.Q., c. E-9.1)*

BSR: *Basic school regulation for preschool, elementary and secondary education*
Order in Council 651-2000, 1 June 2000, *Gazette officielle du Québec*, Part 2, 14 June 2000, page 2593
Amended by Order in Council 865-2001, 4 July 2001, *Gazette officielle du Québec*, Part 2, 11 July 2001, page 3534, by Order in Council 488-2005, 25 May 2005, *Gazette officielle du Québec*, Part 2, 8 June 2005, page 1655, by Order in Council 699-2007, 22 August 2007, *Gazette officielle du Québec*, Part 2, 25 August 2007, page 2398A and by Order in Council 380-2008, 16 April 2008, *Gazette officielle du Québec*, Part 2, 30 April 2008, page 1254

RDLS: *Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education* (M.O., 14 March 2006, *Gazette officielle du Québec*, Part 2, 29 March 2006, page 1159)

Bill 95: *An Act to amend various legislative provisions of a confessional nature in the education field* (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 2009-2010 school year under the *Basic school regulation for preschool, elementary and secondary education* and the *Education Act*, and to provide them with information on the new provisions of the aforementioned *Basic school regulation*. These new provisions come into effect for the 2009-2010 school year.

1 COMING INTO EFFECT AND PROGRESSIVE APPLICATION OF MISCELLANEOUS REGULATORY PROVISIONS 2009-2010

YEAR	REFERENCES	
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, apply to students in Secondary I to V, except for the compulsory application of the Integrative Project subject, which is postponed until September 2010. • 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 sent to the parents of students who complete Secondary II, III, IV or V, one year of Prework Training or Training for a Semiskilled Trade. • The requirements for obtaining a Secondary School Diploma (SSD) are extended to the five subject areas, as provided for in section 32 of the <i>Basic school regulation</i> (effective as of May 1, 2010). • Secondary IV and V elective courses (in particular, Secondary V Chemistry and Physics courses) are required to enroll in certain college-level preuniversity or technical programs. To enroll in the Secondary V elective Chemistry (051-504 or 551-504) and Physics (053-504 or 553-504) courses, students who take Secondary IV Science and Technology must take the elective course Environmental Science and Technology, and students who take Secondary IV Applied Science and Technology must take the elective course Science and the Environment. 	<p>Order in Council 488-2005, s. 18, para. 2 Compulsory application of Integrative Project subject: letter of Michelle Courchesne, February 17, 2009</p> <p>EA, s. 461</p> <p>BSR, s. 29, first para., subpara. 1, s. 30.1</p> <p>EA, s. 459 BSR, s. 32 (effective as of May 1, 2010) Order in Council 488-2005, s. 12, s. 18, para. 3</p>

2 MISCELLANEOUS INFORMATION

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.1 Departures From the List of Subjects and Exemptions From Provisions Regarding the Number of School Days</p> <p>2.1.1 Departures Authorized by School Boards and Private Schools</p> <p>School boards and private schools that grant departures 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), for the purpose of carrying out a special school project applicable to a group of students, 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.</p> <p>In accordance with the provisions of the RDLS, school boards may grant a departure from the list of subjects to facilitate the transition to vocational training of students who are 16 years of age or older.</p> <p>2.1.2 Departures Authorized by the Minister</p> <p>Except for those that facilitate the transition to vocational training of students 16 years of age and older, the Minister's authorization is still needed for all special school projects that require the removal of subjects. A request for departure must be sent to the Minister before January 15, 2010.</p> <p>2.1.3 Four-Year-Old Students With Handicaps or Living in Low-Income Areas</p> <p>A school board may exempt any four-year-old child with a handicap or living in a low-income area, within the meaning of Schedule I to the <i>Basic school regulation</i>, from the application of the second paragraph of section 16 and the third paragraph of section 17 of the <i>Basic school regulation</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:</p>	<p>The form in Schedule 2 should be used to forward the information required under section 3.</p> <p>The information required under sections 3 and 5 must be sent to the following address: Ministère de l'Éducation, du Loisir et du Sport Direction générale des services à l'enseignement 1035, rue De La Chevrotière, 17e étage Québec (Québec) G1R 5A5</p>	<p>EA, s. 222, third para. APE, s. 30, second para. RDLS Schedule 1: Information for the Minister on Departures From the List of Subjects Authorized by the School Board or Private School</p> <p>EA, s. 222</p> <p>BSR, s. 16, s. 17 and Schedule I (Handicapped Students and Students Living in Low-Income Areas)</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>In the organization of kindergarten classes with parent effectiveness training sessions, school boards must devote:</p> <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 <p>2.2 Local and Ministerial Programs</p> <p>2.2.1 Approval of Local Programs of Five Credits or More</p> <p>A local program of five credits or more must be authorized by the Minister.</p> <p>2.2.2 List of Elective Subjects for Which the Minister Establishes Programs of Study</p> <p>The Minister determines the list of elective subjects for which she establishes a program of study as well as the number of credits assigned to each of these subjects.</p>	<p>The school board or private school must submit the request to the Ministère on Form 50-1 (Schedule 2) and attach two copies of the program so that the Ministère may examine it and determine the number of credits it shall be assigned.</p> <p>The request must be sent to the following address: Ministère de l'Éducation, du Loisir et du Sport Direction générale des services à l'enseignement 1035, rue De La Chevrotière, 17^e étage Québec (Québec) G1R 5A5</p> <p>Schedule 3 contains a list of these elective subjects.</p>	<p>The organizational framework <i>Passe-Partout: Support for Parenting Skills</i> on the MELS Web site: http://www.mels.gouv.qc.ca/DFGJ/dp/programme_de_formation/primaire/pdf/docsupport/prescolaire/13-1005A.pdf</p> <p>EA, s. 96.16, s. 463, second para. APE, s. 33 BSR, s. 25 Schedule 2: FORM 50-1</p> <p>EA, s. 463 Schedule 3: List of Elective Subjects for Which the Minister Establishes the Programs of Study</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.2.3 Students Receiving Special Welcoming Services or Special French-Language Instructional Services</p> <p>School boards that wish to exempt these 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>2.2.4 Elementary-Level Programs of Study: Compulsory Content</p> <p>Under the powers conferred to the Minister by section 461 of the <i>Education Act</i>, the Minister modified the programs of study she established for the teaching of the compulsory elementary-level subjects by adding information on students' progression of learning.</p>	<p>The progression of learning documents for the elementary-level programs of study will be available on the MELS Web site at the beginning of the 2009-2010 school year.</p> <p>The elementary-level progression of learning documents for each program of study set out what students must know and be able to do each year. In this way, these documents modify the programs of study by complementing them.</p>	<p>BSR, s. 23.2, para. 3</p> <p>EA, s. 461</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3 Evaluation of Learning and Certification of Studies</p> <p>2.3.1 Scales of Competency Levels</p> <p>The scales of competency levels must be used to determine the results of subject-specific competency development for the competency reports in elementary school, Secondary Cycle One, Secondary III, IV and V of General Education, Applied General Education and Training for a Semiskilled Trade.</p>	<p>Secondary education. The scales of competency levels must be used at the end of Secondary Cycle One and in Secondary III, IV and V. The scales of competency levels for Secondary V will be published during the 2009-2010 school year.</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 scales of competency levels for programs in practical training and the conversion tables are available on the reserved MELS Web site for ministry programs.</p> <p>Prework Training. In the case of Prework Training in the Work-Oriented Training Path, scales of competency levels are proposed for evaluating each competency in 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 (conversion tables specific to Prework Training) are available on the reserved MELS Web site for ministry programs.</p>	<p>BSR, s. 29 and s. 30.1 Scales of competency levels for elementary and secondary education on the MELS Web site: http://www.mels.gouv.qc.ca/DGFJ/de/index.htm</p> <p>http://documents.education.quebec.qc.ca/programmes/</p> <p>http://documents.education.quebec.qc.ca/programmes/</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.2 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>, be formulated in the terms used in the programs, with preference given to ordinary terms.</p> <p>2.3.3 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. In 2009-2010, these conversion tables are applicable at both the elementary and secondary levels.</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>2.3.4 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>BSR, s. 30 and s. 30.1 Simplified competencies on the MELS Web site: http://www.mels.gouv.qc.ca/sections/programmeFormation/index.asp?page=prescolaire</p> <p>BSR, s. 30 and s. 30.1 Conversion tables on the MELS Web site: http://www.mels.gouv.qc.ca/sections/programmeFormation/index.asp?page=prescolaire</p> <p>EA, s. 208 and s. 231 BSR, s. 31</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.5 Examination Sessions</p> <p>The Ministère holds three examination sessions each school year for the examinations set by the Minister for the certification of studies: 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> bulletins no. 451, 480 and 554.</p>	<p>EA, s. 231 and s. 470</p> <p>Schedule 4: Examination Schedule for the January and June 2010 Examination Sessions</p> <p><i>Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector</i></p> <p>16-7175-07 and 16-7175-07A on the MELS Web site: http://www.mels.gouv.qc.ca/sanction/guides.htm</p>
<p>2.3.6 Requirements for Awarding Secondary School Diplomas</p> <p>Section 32 of the <i>Basic school regulation</i>, which comes into effect on May 1, 2010, sets out the requirements for awarding a Secondary School Diploma as of that date.</p>	<p>The provisions concerning the awarding of a Secondary School Diploma that apply as of May 2010 are set out in Order in Council 488-2005, 25 May 2005, <i>Gazette officielle du Québec</i>, Part 2, 8 June 2005, page 1655.</p> <p>The version of the <i>Basic school regulation for preschool, elementary and secondary education</i> available on the MELS Web site is updated only as soon as a provision comes into effect.</p> <p>The two arts education credits in Secondary IV that must be earned for a Secondary School Diploma to be awarded correspond to credits earned in a program of study established by the Minister for one of the four compulsory subjects in Arts Education.</p>	<p>BSR, s. 32 EA, s. 459</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>These special requirements are as follows:</p> <ul style="list-style-type: none"> • The student must have reached at least level 4 on the scales of competency levels for Prework Training for the competencies <i>Uses language/talk to communicate and to learn</i> and <i>Uses mathematical reasoning</i>. • The student must have reached at least level 3 on the scales of competency levels for Prework Training for one of the other competencies in each of language of instruction and mathematics. <p>These requirements are in addition to the specific admission requirements already stipulated for certain semiskilled trades and, where applicable, set out in the Directory of Semiskilled Trades available on the MELS Web site.</p> <p>2.4.2 Students With Moderate to Severe Intellectual Impairments</p> <p>2.4.2.1 Preschool-Level Program</p> <p>The program of preschool activities is offered to all students, including those with moderate to severe intellectual impairments.</p> <p>2.4.2.2 Elementary-Level Program</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the <i>Basic school regulation</i>) from the application of the provisions concerning the subject-time allocation must use the following adapted programs of study:</p> <ul style="list-style-type: none"> • Français, Mathématique and Sciences humaines • Language for Life, Mathematics and Social Studies 	<p>These adapted programs of study are available on the MELS Web site. 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>The Directory of Semiskilled Trades on the MELS Web site: http://www.mels.gouv.qc.ca/sections/metiers/index_en.asp</p> <p>EA, s. 461</p> <p>BSR, s. 23.2 BSR, Schedule II The French version of the adapted programs on the MELS Web site: http://www.mels.gouv.qc.ca/DGFJ/das/orientations/programmes.html</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.4.2.3 Secondary-Level Programs</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the <i>Basic school regulation</i>) from the application of the 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 <i>Démarche éducative favorisant l'intégration sociale</i> (DEFIS) or the adapted program <i>Challenges: An Educational Approach That Facilitates Integration</i> (CHALLENGES).</p> <p>Confessional religious and moral instruction and moral education may no longer be taught as part of the CHALLENGES program.</p> <p>2.4.2.4 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the <i>Basic school regulation</i>) 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>In addition to the information stipulated in subparagraphs 1 through 14 (inclusive) of section 30 of the <i>Basic school regulation</i>, the student's report card must include a rating reflecting the student's progression regarding the competencies in the programs that were taught.</p> <p>The competency report must include an indication of the status of the development of each of the competencies in the program that the student was taught.</p> <p>The aforementioned provisions apply to all students with moderate to severe intellectual impairments, irrespective of the program that they are being taught.</p>	<p>These adapted programs of study are available on the MELS Web site. 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>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 designed for students as a whole but the requirements have been modified, the individualized education plan must mention this and the course code recorded on his or her report card must be changed.</p>	<p>BSR, s. 23.2 BSR, Schedule II</p> <p>The French version of the adapted programs on the MELS Web site: http://www.mels.gouv.qc.ca/DGFJ/das/orientations/programmes.html</p> <p>BSR, s. 30.3</p> <p><i>Info-Sanction</i>, no. 567</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.4.3 Students With Profound Intellectual Handicaps</p> <p>2.4.3.1 Programs</p> <p>School boards that wish to exempt students with profound intellectual handicaps (within the meaning of section 2 of Schedule I to the <i>Basic school regulation</i>) from the application of the 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>2.4.3.2 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with profound intellectual handicaps (within the meaning of section 2 of Schedule II to the <i>Basic school regulation</i>) 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>In addition to the information stipulated in subparagraphs 1 through 14 (inclusive) of section 30 of the <i>Basic school regulation</i>, the student's report card must include a rating reflecting the student's progression regarding the skills or competencies that were taught.</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 handicaps within the meaning of the <i>Basic school regulation</i>.</p>	<p>BSR, s. 23.2 BSR, Schedule II <i>Le Programme éducatif adapté aux élèves handicapés par une déficience intellectuelle profonde</i> and the <i>Adapted Education Program for Students With a Profound Intellectual Impairment</i> on the MELS Web site: http://www.mels.gouv.qc.ca/DGFJ/das/orientations/deficiencesprofonde.html</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>The competency report must include an indication of the status of the development of each of the skills or each of the competencies in the program that the student was taught.</p> <p>The aforementioned provisions apply to all students with profound intellectual handicaps, irrespective of the program that they are being taught.</p> <p>2.5 Admission for Students Over the Age Limit</p> <p>Any person to whom section 14 of the <i>Basic school regulation</i> applies may, beginning on the first day of the calendar for the 2009-2010 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 (youth sector) 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>2.6 Provisional Bridge From Semiskilled Trades to Certain Vocational Training Programs</p>	<p>In accordance with the <i>Basic school regulation</i>, the Ministère grants an additional year of funding in the budgetary rules of the school boards (see the section of the budgetary rules pertaining to students over the age limit).</p> <p>It should be noted that the annual vocational training directives mention that, for 2009-2010, the Minister has approved a provisional bridge that allows the holder of a Training Certificate in a Semiskilled Trade to be admitted into a program leading to a Diploma of Vocational Studies (DVS), upon meeting certain requirements set out in the directives.</p>	<p>BSR, s. 30.3</p> <p>BSR, s. 14</p> <p>The budgetary rules of the school boards on the MELS Web site: http://www.mels.gouv.qc.ca/dgfe/Regles/reg_cs/regles.html</p> <p>2009-2010 vocational training directives</p>

Schedule 1: 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 facilitating the transition to vocational training of students 16 years of age and older
 Please return to MELS before November 30, 2009, at the following address: jean-francois.giguere@mels.gouv.qc.ca

Name of school board or private school: _____

Signature of the director general: _____

*For further information, please contact Jean-François Giguère, in charge of the Basic school regulation at the Ministère's Direction du Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire:
 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
			1st	2nd or subsequent		
			<i>Place an "X"</i>			
		Facilitates the transition to vocational training of students 16 years of age and older	()	()		
Objectives and needs met by the project:						
		Facilitates the transition to vocational training of students 16 years of age and older	()	()		
Objectives and needs met by the project:						

This form is available at a regional office of the Ministère de l'Éducation, du Loisir et du Sport.

Schedule 2: 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

Secondary II

Secondary III

Secondary IV

Secondary V

Other information

- II The program and the needs of the students
- III The students concerned and the selection criteria
- IV The organization of instruction, the learning context and the percentage of time allotted to each of the program components
- V An overview of the program
- VI The program
- VII Conditions for evaluation

Schedule 3: List of Elective Subjects for Which the Minister Establishes the Programs 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
General Biology (035-534 or 535-534) 4 credits	Secondary V, General Education and Applied General Education Paths This program may be offered for the last time in 2009-2010. It is relevant for students who did not take Science and Technology or Applied Science and Technology in Secondary III and IV.
Geology (052-534 or 552-534) 4 credits	Secondary V, General Education and Applied General Education Paths This program may be offered for the last time in 2009-2010. It is relevant for students who did not take Science and Technology or Applied Science and Technology in Secondary III and IV.
The Tools and Methods of Science (056-532 or 556-532) 2 credits	Secondary V, General Education and Applied General Education Paths This program may be offered for the last time in 2009-2010. It is relevant for students who did not take Science and Technology or Applied Science and Technology in Secondary III and IV.
Drama (170-404 or 670-404; 170-504 or 670-504) 4 credits	Cycle Two
Visual Arts (168-404 or 668-404; 168-504 or 668-504) 4 credits	Cycle Two
Dance (172-404 or 672-404; 172-504 or 672-504) 4 credits	Cycle Two
Music (169-404 or 669-404; 169-504 or 669-504) 4 credits	Cycle Two
Drama and Multimedia (170-494 or 670-494; 170-594 or 670-594) 4 credits	Cycle Two
Visual Arts and Multimedia (168-494 or 668-494; 168-594 or 668-594) 4 credits	Cycle Two
Dance and Multimedia (172-494 or 672-494; 172-594 or 672-594) 4 credits	Cycle Two
Music and Multimedia (169-494 or 669-494; 169-594 or 669-594) 4 credits	Cycle Two

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 that must be 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.

The compulsory subject Personal Orientation Project and the elective subject Personal Orientation Project need to be distinguished. The differences between the two are set out in the following document available on the MELS Web site:

http://www.mels.gouv.qc.ca/sections/.../secondaire2/.../10b_QEP_PPO.pdf

Introduction to Entrepreneurship

(104-402 or 604-402; 104-404 or 604-404)

2 or 4 credits

Elective subject that must be 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 that must be 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.

Geographic Organization of the Modern World

(092-534 and 592-534)

4 credits

This program approved in 1986 may be offered to students in 2009-2010. A new elective geography program will replace it in 2010-2011.

The 20th Century: History and Civilizations

(085-534 and 585-534)

4 credits

This program approved in 1988 may be offered to students in 2009-2010. A new elective history program will replace it in 2010-2011.

Schedule 4: Examination Schedule for the January and June 2010 Examination Sessions

EXAMINATION SCHEDULE FOR THE JANUARY 2010 EXAMINATION SESSION

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH*		
NOVEMBER 27, 2009					
Distribution of preparation booklet - Français, écriture, Secondary V		129-510			
DECEMBER 3, 2009					
8:45 A.M. – 12:00 P.M.	Français, écriture, Secondary V	129-510			
DECEMBER – JANUARY					
Anglais, langue seconde, Secondary V - Production d'un discours oral		156-510			
JANUARY 11, 2010			JANUARY 11, 2010		
9:00 A.M. - 11:00 A.M.	Anglais, langue seconde, Secondary V Production d'un discours écrit	156-520	8:45 A.M. - 10:45 A.M.	French Reading	636-520
1:00 P.M. – 2:00 P.M.	Compréhension d'un discours oral	156-530	1:00 P.M. – 3:00 P.M.	French Writing	636-510
2:15 A.M. – 4:00 P.M.	Compréhension d'un discours écrit	156-540			
JANUARY 12, 2010			JANUARY 12, 2010		
9:00 A.M. - 12:00 P.M.	Mathématique 514	068-514	9:00 A.M. – 12:00 P.M.	Mathematics 514	568-514
JANUARY 13, 2010			JANUARY 13, 2010		
9:00 A.M. - 11 :00 A.M.	Sciences physiques 416	056-470	9:00 A.M. - 11:00 A.M.	Physical Science 416	556-470
			1:00 P.M. - 4:00 P.M.	English Language Arts (Part I)	630-516
			JANUARY 14, 2010		
			9:00 A.M. - 12: 00 P.M.	English Language Arts (Part II)	630-516
			1:00 P.M. - 4:00 P.M.	English Language Arts (Part III)	630-516
			JANUARY 15, 2010		
			9:00 A.M. – 11:00 A.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 11, 2010.

October 14, 2008

EXAMINATION SCHEDULE FOR THE JUNE 2010 EXAMINATION SESSION EXAMINATIONS IN FRENCH

Ministerial examinations for which schools choose the date of administration	Ministerial examinations for which the date of administration is set in the official schedule
<p><u>MAY</u></p> <p>ANGLAIS, LANGUE SECONDE, SECONDARY V 134-510 INTERACTION ORALE (UNIFORM EXAMINATION)</p> <p><u>MAY AND JUNE</u></p> <p>MATHÉMATIQUE, END OF ELEMENTARY CYCLE THREE 022-610 (COMPULSORY EXAMINATION)</p>	<p><u>THURSDAY, APRIL 29</u></p> <p>FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, SECONDARY V. 132-510 DISTRIBUTION OF PREPARATION BOOKLET (UNIFORM EXAMINATION)</p> <hr/> <p><u>THURSDAY, MAY 6 (9:00 A.M. - 12:15 P.M.)</u></p> <p>FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, SECONDARY V 132-510 (UNIFORM EXAMINATION)</p> <p><u>MAY 6 TO 18</u></p> <p>FRANÇAIS, END OF SECONDARY CYCLE ONE 132-216 LECTURE ET ACTIVITÉS PRÉPARATOIRES (COMPULSORY EXAMINATION)</p> <p><u>TUESDAY, MAY 19 (9:00 A.M. - 12:00 P.M.)</u></p> <p>FRANÇAIS, END OF SECONDARY CYCLE ONE 132-216 ACTIVITÉ D'ÉCRITURE (COMPULSORY EXAMINATION)</p> <p><u>MAY 25 to 27</u></p> <p>FRANÇAIS LECTURE, END OF ELEMENTARY CYCLE THREE 014-610-02 (COMPULSORY EXAMINATION)</p> <p><u>MAY 31 TO JUNE 2</u></p> <p>FRANÇAIS ÉCRITURE, END OF ELEMENTARY CYCLE THREE 014-610-01 (COMPULSORY EXAMINATION)</p> <p><u>MAY 31 TO JUNE 2</u></p> <p>FRANÇAIS ÉCRITURE, END OF ELEMENTARY CYCLE TWO 014-410 (COMPULSORY EXAMINATION)</p> <hr/> <p><u>TUESDAY, JUNE 1 (9:00 A.M. - 11 A.M.)</u></p> <p>MATHÉMATIQUE, SECONDARY IV TECHNICO-SCIENCES (RÉSOLUTION DE PROBLÈMES) 064-410 SCIENCES NATURELLES (RÉSOLUTION DE PROBLÈMES) 065-410 (COMPLEMENTARY EXAMINATIONS)</p> <p><u>WEDNESDAY, JUNE 2 (9:00 A.M. - 11 A.M.)</u></p> <p>ANGLAIS, LANGUE SECONDE, SECONDARY V 134-530 PRODUCTION ÉCRITE (UNIFORM EXAMINATION)</p> <p><u>FRIDAY, JUNE 4 (9:00 A.M. - 11 A.M.)</u></p> <p>MATHÉMATIQUE, SECONDARY IV CULTURE, SOCIÉTÉ ET TECHNIQUE (RÉSOLUTION DE PROBLÈMES) 063-410 (COMPLEMENTARY EXAMINATION)</p> <p><u>MONDAY, JUNE 14 (9:00 A.M. - 11 A.M.)</u></p> <p>MATHÉMATIQUE, SECONDARY IV TECHNICO-SCIENCES (RAISONNEMENT EN MATH.) 064-420 SCIENCES NATURELLES (RAISONNEMENT EN MATH.) 065-420 (COMPLEMENTARY EXAMINATIONS)</p> <p><u>WEDNESDAY, JUNE 16 (9:00 A.M. - 11 A.M.)</u></p> <p>MATHÉMATIQUE, SECONDARY IV CULTURE, SOCIÉTÉ ET TECHNIQUE (RAISONNEMENT EN MATH.) 063-420 (COMPLEMENTARY EXAMINATION)</p> <p><u>THURSDAY, JUNE 17 (9:00 A.M. - 12:00 P.M.)</u></p> <p>HISTOIRE ET ÉDUCATION À LA CITOYENNETÉ, SECONDARY IV 087-404 (COMPLEMENTARY EXAMINATION)</p> <p><u>FRIDAY, JUNE 18 (9:00 A.M. - 12:00 P.M.)</u></p> <p>SCIENCE ET TECHNOLOGIE, SECONDARY V 055-410 ÉPREUVE ÉCRITE (COMPLEMENTARY EXAMINATION)</p> <p>APPLICATIONS TECHNOLOGIQUES ET SCIENTIFIQUES, SECONDARY IV 057-410 ÉPREUVE ÉCRITE (COMPLEMENTARY EXAMINATION)</p>

**EXAMINATION SCHEDULE FOR THE JUNE 2010 EXAMINATION SESSION
EXAMINATIONS IN ENGLISH**

Ministerial examinations for which schools choose the date of administration	Ministerial examinations for which the date of administration is set in the official schedule
<p><u>MAY AND JUNE</u></p> <p>ENGLISH LANGUAGE ARTS 514-600 END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION)</p> <p>FRANÇAIS, LANGUE SECONDE, SECONDARY V 634-510 INTERACTION ORALE (UNIFORM EXAMINATION)</p>	<p><u>TUESDAY, MAY 2</u></p> <p>ENGLISH LANGUAGE ARTS (PART I) 632-506 (UNIFORM EXAMINATION)</p> <p><u>TUESDAY, MAY 11</u></p> <p>DISTRIBUTION OF PREPARATION BOOKLET ENGLISH LANGUAGE ARTS (PART II) 632-506 (UNIFORM EXAMINATION)</p> <p><u>TUESDAY, MAY 18 (9:00 A.M. - 12:00 P.M.)</u></p> <p>ENGLISH LANGUAGE ARTS (PART II) 632-506 (UNIFORM EXAMINATION)</p> <p><u>THURSDAY, MAY 27 (9:00 A.M. - 12:00 P.M.)</u></p> <p>ENGLISH LANGUAGE ARTS (PART III) 632-506 (UNIFORM EXAMINATION)</p> <hr/> <p><u>TUESDAY, JUNE 1 (9:00 A.M. - 11 A.M.)</u></p> <p>MATHEMATICS, SECONDARY IV TECHNICAL AND SCIENTIFIC OPTION (PROBLEM SOLVING) 564-410 SCIENCE OPTION (PROBLEM SOLVING) 565-410 (COMPLEMENTARY EXAMINATION)</p> <p><u>FRIDAY, JUNE 4 (9:00 A.M. - 11 A.M.)</u></p> <p>MATHEMATICS, SECONDARY IV CULT., SOCIAL AND TECHN. OPTION (PROBLEM SOLVING) 563-410 (COMPLEMENTARY EXAMINATION)</p> <p><u>MONDAY, JUNE 14 (9:00 A.M. - 11 A.M.)</u></p> <p>MATHEMATICS, SECONDARY IV TECHNICAL AND SCIENTIFIC OPTION (MATH. REASONING) 564-420 SCIENCE OPTION (MATH. REASONING) 565-420 (COMPLEMENTARY EXAMINATION)</p> <p><u>TUESDAY, JUNE 15 (9:00 A.M. - 11 A.M.)</u></p> <p>FRANÇAIS, LANGUE SECONDE, SECONDARY V 634-520 COMPRÉHENSION ORALE ET ÉCRITE (UNIFORM EXAMINATION)</p> <p><u>TUESDAY, JUNE 15 (1:00 P.M. - 3:00 P.M.)</u></p> <p>FRANÇAIS, LANGUE SECONDE, SECONDARY V 634-530 PRODUCTION ÉCRITE (UNIFORM EXAMINATION)</p> <p><u>WEDNESDAY, JUNE 16 (9:00 A.M. - 11 A.M.)</u></p> <p>MATHEMATICS, SECONDARY IV CULT., SOCIAL AND TECHN. OPTION (MATH. REASONING) 563-420 (COMPLEMENTARY EXAMINATION)</p> <p><u>THURSDAY, JUNE 17 (9:00 A.M. - 12:00 P.M.)</u></p> <p>HISTORY AND CITIZENSHIP EDUCATION, SECONDARY IV 587-404 (COMPLEMENTARY EXAMINATION)</p> <p><u>FRIDAY, JUNE 18 (9:00 A.M. - 12:00 P.M.)</u></p> <p>SCIENCE AND TECHNOLOGY 555-410 WRITING (COMPLEMENTARY EXAMINATION)</p> <p>APPLIED SCIENCE AND TECHNOLOGY 557-410 WRITING (COMPLEMENTARY EXAMINATION)</p>