

Québec, le 17 juin 2004

Mesdames les Directrices générales et
Messieurs les Directeurs généraux
des commissions scolaires,

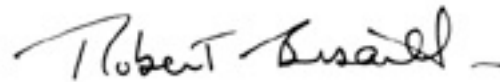
Mesdames les Directrices et
Messieurs les Directeurs d'établissements
d'enseignement primaire et secondaire privés,

Par la présente, j'ai le plaisir de vous transmettre un exemplaire de la version anglaise de l'Instruction 2004-2005 en formation générale des jeunes de l'éducation préscolaire, de l'enseignement primaire et de l'enseignement secondaire, dont vous avez précédemment reçu la copie française.

Je vous souligne que ce document sera accessible, d'ici la fin juin, dans le site Internet du Ministère à l'adresse suivante : www.meq.gouv.qc.ca

Je vous prie d'agréer, Mesdames, Messieurs, l'expression de mes sentiments distingués.

Le sous-ministre adjoint
à l'éducation préscolaire et
à l'enseignement primaire et secondaire,



Robert Bisailon

p. j.

c. c. Directeurs régionaux et directrices régionales du Ministère

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

2004-2005 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION

May 2004

Québec 

GENERAL EDUCATION IN THE YOUTH SECTOR

2004-2005 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION

Coordination:

Direction générale de la formation des jeunes

English version:

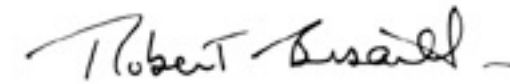
Direction de la production en langue anglaise
Services à la communauté anglophone

♥ Gouvernement du Québec
Ministère de l'Éducation, 2004

ISBN: 2-550-42811-0

Legal Deposit—Bibliothèque nationale du Québec, 2004

Approved on: June 18, 2004

Handwritten signature of Robert Bisailon in black ink.

ROBERT BISAILLON,
Assistant Deputy Minister
Preschool, Elementary School and Secondary School Education

PIERRE LUCIER,
Deputy Minister

Handwritten signature of Pierre Lucier in black ink.

2004-2005 school year

ABBREVIATIONS

- Bill 118: **An Act to amend various legislative provisions respecting education as regards confessional matters (2000, c. 24)**
- 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
- BSR1: **Basic school regulation for preschool and elementary school education**
Order in Council 73-90, 24 January 1990, *Gazette officielle du Québec*, Part 2, 14 February 1990, page 435
Amended by Order in Council 741-97, 4 June 1997, *Gazette officielle du Québec*, Part 2, 11 June 1997, page 2496
- BSR2: **Basic school regulation for secondary school education**
Order in Council 74-90, 24 January 1990, *Gazette officielle du Québec*, Part 2, 14 February 1990, page 440
Amended by Order in Council 1636-92, 11 November 1992, *Gazette officielle du Québec*, Part 2, 25 November 1992, page 4999
Amended by Order in Council 586-94, 27 April 1994, *Gazette officielle du Québec*, Part 2, 11 May 1994, page 1586
Amended by Order in Council 514-96, 1 May 1996, *Gazette officielle du Québec*, Part 2, 15 May 1996, page 2217
- EA: **Education Act (R.S.Q., c. I-13.3)**
- OC 865-2001: **Regulation to amend the Basic school regulation for preschool, elementary and secondary education**
Order in Council 865-2001, 4 July 2001, *Gazette officielle du Québec*, Part 2, 11 July 2001, page 3534
- PE: **An Act respecting private education (R.S.Q., c. E-9.1)**

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Appendix: Schedule for the August 2004 and January 2005 Examination Session

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>1. PURPOSE</p> <p>The purpose of these Directives is to inform the school boards and private schools of decisions made by the Minister of Education for the 2004-2005 school year under the <i>Education Act</i>, and to provide them with information on the application of the provisions of the <i>Basic school regulation for preschool, elementary and secondary education</i>, which will come into force in 2004-2005 or subsequent years.</p> <p>2. SUBJECT-TIME ALLOCATION</p> <p>2.1 Elementary Education</p> <p>The subject-time allocation for Elementary Cycle One, Two and Three is stipulated in the <i>Basic school regulation for preschool, elementary and secondary education</i>.</p>		<p>EA, s. 459 BSR, s. 22</p>

PROVISIONS		ADDITIONAL INFORMATION		REFERENCES	
CYCLE ONE Elementary 1 and 2		CYCLES TWO AND THREE Elementary 3, 4, 5 and 6		<p>2.1. Elementary Education</p> <p>Schools have leeway in terms of the hours of instruction allocated to subjects that have no prescribed time assigned to them. However, in the case of programs developed by the Minister, for each subject without a prescribed time, an equivalent of at least one hour per week is necessary for students to attain the set objectives and to assimilate the compulsory content of these programs.</p>	<p>EA, s. 461 BSR, s. 22</p>
COMPULSORY SUBJECTS	TIME	COMPULSORY SUBJECTS	TIME		
Language of instruction	9 h	Language of instruction	7 h		
Mathematics	7 h	Mathematics	5 h		
	16 h		12 h		
French, second language		Second language (French or English)			
Arts education: two of the four following subjects:		Arts education: two of the four following subjects:			
> Drama		> Drama			
> Visual arts		> Visual arts			
> Dance		> Dance			
> Music		> Music			
Physical education and health		Physical education and health			
Moral education or Moral and religious instruction		Moral education or Moral and religious instruction			
		Geography, history, and citizenship education			
		Science and technology			
Unapportioned time	7 h 30	Unapportioned time	11 h 30		
TOTAL	23 h 30	TOTAL	23 h 30		

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES																																																																																																						
<p>2.2 Secondary Education</p> <p>The first paragraph of section 23 of the <i>Basic school regulation for preschool, elementary and secondary education</i> will be applied progressively from Secondary I to Secondary V as of the 2005-2006 school year.</p> <p>Consequently, in 2004-2005, section 35 of the 1990 <i>Basic school regulation for secondary school education</i> will continue to apply. The amendments specified in Order in Council 865-2001 of July 4, 2001, will also be in effect, with the exception of matters concerning the Ethics and Religious Culture program. These amendments resulted in the removal of the Secondary III and V moral education and moral and religious instruction programs from the subject-time allocation and the addition of arts education programs to the Secondary III timetable.</p> <p>SUBJECTS</p> <table border="1" data-bbox="206 738 1177 1404"> <thead> <tr> <th></th> <th colspan="5">NUMBER OF CREDITS PER YEAR</th> </tr> <tr> <th>COMPULSORY SUBJECTS</th> <th>I</th> <th>II</th> <th>III</th> <th>IV</th> <th>V</th> </tr> </thead> <tbody> <tr> <td>Language of instruction (English or French)</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>Second language (French or English)</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>Mathematics</td> <td>6</td> <td>6</td> <td>4</td> <td>6</td> <td>4</td> </tr> <tr> <td>Physical education</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Confessional moral and religious instruction or moral education</td> <td>2</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ethics and religious culture</td> <td></td> <td></td> <td></td> <td>2</td> <td></td> </tr> </tbody> </table> <hr/> <table border="1" data-bbox="206 1079 1177 1404"> <tbody> <tr> <td>Art</td> <td>4</td> <td>4</td> <td>2</td> <td></td> <td></td> </tr> <tr> <td>Biology</td> <td></td> <td></td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>Ecology</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Economics</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>Geography of Québec and Canada</td> <td></td> <td></td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>General geography</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>History of Québec and Canada</td> <td></td> <td></td> <td></td> <td>4</td> <td></td> </tr> <tr> <td>General history</td> <td></td> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Physical science</td> <td></td> <td>4</td> <td></td> <td>6</td> <td></td> </tr> </tbody> </table>		NUMBER OF CREDITS PER YEAR					COMPULSORY SUBJECTS	I	II	III	IV	V	Language of instruction (English or French)	6	6	6	6	6	Second language (French or English)	4	4	4	4	4	Mathematics	6	6	4	6	4	Physical education	2	2	2	2	2	Confessional moral and religious instruction or moral education	2	2				Ethics and religious culture				2		Art	4	4	2			Biology			4			Ecology	4					Economics					4	Geography of Québec and Canada			4			General geography	4					History of Québec and Canada				4		General history		4				Physical science		4		6		<p>2.2 Secondary Education</p> <ul style="list-style-type: none"> ▪ Understanding and field-testing the Québec Education Program for Secondary Cycle One <p>The 2004-2005 school year will focus on training and professional development activities that will enable regular and special education teachers in Secondary Cycle One to acquire sufficient knowledge of the Québec Education Program. This year will also enable complementary educational services personnel working with students and school teams to become sufficiently familiar with the program.</p> <p>Some schools may have already completed this step and will want to start implementing one or more programs of study. They will be able to do so provided the implementation is consistent with the current subject-time allocation and with the leeway granted under the Basic school regulation.</p> <p>However, if the implementation of one or more programs of study results in some compulsory subjects being dropped from the timetable, the Minister then has to authorize this derogation at the request of the school board, in accordance with the third paragraph of section 222 of the <i>Education Act</i>.</p> <ul style="list-style-type: none"> ▪ Secondary IV Ethics and Religious Culture program <p>The obligation to teach the Secondary IV Ethics and Religious Culture program has been delayed. For 2004-2005, a provisional moral education program, composed of modules from Secondary IV and V, will be used.</p> <p>The codes of this provisional program are as follows:</p> <ul style="list-style-type: none"> - 081412 (French) - 581412 (English) 	<p>EA, s. 459; s. 222, par. 3 BSR2, s. 35 BSR, s. 23 OC 865-2001 Deputy Minister's letter of January 27, 2003</p>
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PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>Home economics 4</p> <p>Career choice education 1 1 1</p> <p>Personal and social education 2 1 1 1</p> <p>Introduction to technology 4</p> <p>ELECTIVE SUBJECTS 2 4 4 14</p>		
<p>2.2.1 Local Program in Oecumenism or in Ethics and Religious Culture</p> <p>Since the 2001-2002 school year, with the authorization of the Minister and subject to the conditions that he determines, a school board may allow a school to replace the Catholic religious and moral instruction or Protestant moral and religious education programs approved by the Minister for Secondary Cycle One students with a local program of study in oecumenism or in ethics and religious culture.</p> <p>The Minister shall approve a local program in oecumenism after its confessional aspects have been recognized by the Comité des affaires religieuses. He shall approve a program in ethics and religious culture after having received a brief from this committee on the religious aspects of the program.</p> <p>2.2.2 Arts Education</p> <p>School boards will apply one or both of the following two pedagogical organization models for arts education in Secondary Cycle One.</p> <p>Model 1</p> <p>In Secondary I, a student enrolls in a four-credit program in one of the following arts education subjects offered by the school board: drama, visual arts, dance or music.</p> <p>The student continues in the same subject in a four-credit program in Secondary II and in a two-credit program in Secondary III.</p>	<p>2.2.1 Local Program in Oecumenism or in Ethics and Religious Culture</p> <p>The Direction générale de la formation des jeunes, together with the Secrétariat aux affaires religieuses of the Ministère de l'Éducation, has produced an annual guide for school boards to explain the procedures for having such local programs approved by the Minister.</p> <p>2.2.2 Arts Education</p> <p>These models will be in effect for the next year, that is until the implementation of the reform in Secondary I in 2005-2006.</p>	<p>EA, s. 5, par. 2; s. 222.1, pars. 4 and 5</p> <p>EA, s. 461</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>At the end of these three years, the student will have accumulated 250 hours, or 10 credits, in the same arts education subject. As a result, a student who so chooses will be able to continue his or her training in at least one of the arts education subjects.</p> <p>Model 2</p> <p>In Secondary I, a student enrolls in two of the following arts education subjects offered by the school board: drama, visual arts, dance or music.</p> <p>In Secondary II and III, the student continues in one of the two subjects selected in Secondary I (a four-credit program in Secondary II and a two-credit program in Secondary III).</p> <p>At the end of these three years, the student will have accumulated 200 hours, or eight credits, in the same arts education subject. As a result, a student who so chooses will be able to continue his or her training in at least one of the arts education subjects.</p>		

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>3. PROGRAMS</p> <p>3.1 Local Programs</p> <p>3.1.1 Approval of Local Programs</p> <p>Local programs are approved by the school principal according to the provisions of the <i>Education Act</i>.</p> <p>The Minister must authorize the assigning of more than four credits to a local program at the secondary level.</p> <p>3.1.2 Approval of a Local Program to Replace an Official Program</p> <p>The Minister of Education may authorize, subject to the conditions he 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>3.1 Local Programs</p> <p>3.1.1 Approval of Local Programs</p> <p>If no SESAME code is suitable for a local program of up to four credits, the school board must apply to the Ministère de l'Éducation for a new code, using form 50-2.</p> <p>The school board must submit the school's request to the Ministère on 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.</p> <p>3.1.2 Approval of a Local Program to Replace an Official Program</p> <p>School boards must submit a request for the replacement of an official program for the Minister's approval. The replacement is subject to the conditions determined by the Minister. In addition, the local program must be submitted to him for approval.</p>	<p>EA, s. 96.15, par. 1(1) BSR, s. 25 <i>Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector</i> (hereinafter referred to as Admin. Man.), 16-7175 and 16-7175A Form 50-2</p> <p>EA, s. 96.16; s. 463, par. 2 BSR, s. 25 Form 50-1</p> <p>EA, s. 222.1, par. 3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>3.1.3 Program for the Diversification of Career Options in Vocational Training – Career Exploration (Section 3)</p> <p>A career exploration program consisting of no more than four credits may be offered as an elective to Secondary IV or V students in general education.</p> <p>4. EVALUATION OF LEARNING</p> <p>4.1 Standards and Methods of Evaluation</p> <p>The development by preschool and elementary school students of the competencies in the Québec Education Program is evaluated in accordance with the standards and methods approved by the school principal on the basis of a proposal by the teachers.</p> <p>The attainment by students in secondary education of the learning objectives determined by the programs of study, particularly those regarding certain aspects of general development, is evaluated in accordance with the standards and methods approved by the school principal on the basis of a proposal by the teachers, or by the Minister, in keeping with their respective responsibilities.</p>	<p>3.1.3 Program for the Diversification of Career Options in Vocational Training – Career Exploration (Section 3)</p> <p>The main purpose of this section is to allow students to explore one or more vocational training programs and to determine their preference for or level of interest in vocational training.</p> <p>The program must be developed locally by the schools, which must use the appropriate codes available in the SESAME system. In particular circumstances, certain authorized schools may receive the funding needed to offer the program as early as Secondary I.</p>	<p>EA, s. 85; s. 96.15, par. 1(1); s. 96.16; s. 459, par. 3; s. 463, par. 2</p> <p><i>A New Direction for Success: Ministerial Plan of Action for the Reform of the Education System</i>, p. 25</p> <p>BSR, s. 28</p> <p>EA, s. 96.15, par. 1(4); s. 231</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>4.2 Report Cards at the Secondary Level</p> <p>A result expressed as a percentage must appear on the final report card of the school year in Secondary IV and V.</p> <p>4.3 Examinations Set by the Minister</p>		BSR, s. 30, par. 15; s. 34

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>4.3.1 Admission to Uniform Examinations</p> <p>No student may be barred from writing a uniform examination on the basis that he or she has not attended a sufficient number of classes or because his or her school marks are too low.</p> <p>4.3.2 Examination Sessions¹</p> <p>The Ministère holds three examination sessions each school year: in August, January and June.</p> <p>The dates and times for the uniform examinations must be strictly observed. Only the Minister may authorize a change to the schedule.</p>	<p>4.3.2 Examination Sessions</p> <p>The schedule for the June 2005 examination session will be forwarded to the school boards by means of an addendum to these Directives.</p>	<p>EA, s. 208; s. 231, par. 1 BSR, s. 31</p> <p>EA, s. 231, par. 1; s. 470 Admin. Man. Documents 16-7175 and 16-7175A</p>

1. See appendixes.

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>5. CERTIFICATION OF STUDIES</p> <p>5.1 Transitional Rules for the Certification of Secondary Studies</p> <p>New rules for the certification of studies must be adopted once the education reform has been implemented in Secondary I in September 2005. These new rules must be applied at the end of the 2009-2010 school year when the first class of students graduates.</p> <p>Therefore, until 2009-2010, the current rules for the certification of studies will continue to apply. Until that time, to obtain a Secondary School Diploma, students must accumulate 54 credits in Secondary IV and V, at least 20 of which must be at the Secondary V level or in vocational training. The following credits are compulsory:</p> <ul style="list-style-type: none"> - six credits in language of instruction, Secondary V - four credits in second language instruction, Secondary IV or V, for students whose language of instruction is French - four credits in second language instruction, Secondary V, for students whose language of instruction is English - four credits in history of Québec and Canada, Secondary IV <p>5.2 On-the-Job Training in a Recycling Facility</p> <p>Certification in on-the-job training in a recycling facility may be awarded jointly by the school board and the Minister to students who have successfully completed the On-the-Job Training in a Recycling Facility program.</p>	<p>5.1 Transitional Rules for the Certification of Secondary Studies</p> <p>Since September 1997, in order to be admitted to a college program, a person must have:</p> <ul style="list-style-type: none"> - obtained a Secondary School Diploma (SSD) - successfully completed: <ul style="list-style-type: none"> □ Secondary IV physical science □ Secondary V second language □ Secondary V mathematics or an equivalent Secondary IV mathematics course (068-436 or 568-436, or 068-426 or 568-426) <p>Special conditions for admission to programs of study leading to a Diploma of College Studies (DCS) may be applicable in addition to the general conditions stated above.</p> <p>5.2 On-the-Job Training in a Recycling Facility</p> <p>Any school board that wishes to 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>BSR, s. 32 EA, s. 459, par. 2 <i>Info-Sanction</i>, no. 195 1996-03-05 <i>College Education Regulations</i> (Order in Council 1006-93, 14 July 1993, amended by Order in Council 551-95, 26 April 1995, and Order in Council 962-98, 21 July 1998), ss 2 to 4</p> <p>EA, s. 471; s. 223 BSR, s. 23, par. 3(7) <i>Info-Sanction</i>, no. 244 1997-10-28</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>6. MISCELLANEOUS PROVISIONS</p> <p>6.1 Preschool Education</p> <p>6.1.1 Students With Moderate to Severe Intellectual Impairments</p> <p>6.1.1.1 In French and English Schools</p> <p>For pilot projects, school boards may use the adapted preschool curriculum as well as the preschool education program.</p> <p>6.1.2 Four-Year-Old Children Living in Economically Disadvantaged Areas and Four-Year-Old Students With Handicaps</p> <p>Any four-year-old child living in an economically disadvantaged area and any four-year-old child with a handicap may be exempted by the school board from the application of section 16 and the second paragraph of section 17 of the <i>Basic school regulation for preschool, elementary and secondary education</i> (number of school days and minimum number of hours per week of educational services) on the following condition:</p> <p>In the organization of kindergarten classes with parent effectiveness training sessions, school boards must devote:</p> <ul style="list-style-type: none"> - an 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 2 hours and 20 minutes per week to the parent effectiveness training session 		<p>EA, s. 471 Documents 19-5000 and 19-5000A</p> <p>EA, s. 447, par. 10 BSR, s. 16; s. 17, par. 2 Schedule I</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>6.1.3 Procedures for Integration</p> <p>In preschool education, some days may be used to welcome parents and children.</p> <p>6.2 Elementary Education</p> <p>6.2.1 Students With Moderate to Severe Intellectual Impairments</p> <p>6.2.1.1 In French Schools</p> <p>School boards may use the adapted French, mathematics and social studies programs. They may use the trial version of the adapted physical education program.</p> <p>6.2.1.2 In English Schools</p> <p>School boards may use the following programs:</p> <ul style="list-style-type: none"> ▪ Language for Life ▪ Mathematics ▪ Social Studies <p>6.3 Elementary and Secondary Education</p> <p>6.3.1 In French and English Schools</p>	<p>6.1.3 Procedures for Integration</p> <p>This provision does not exempt school boards from the application of sections 16 and 17 of the <i>Basic school regulation for preschool, elementary and secondary education</i>.</p>	<p>BSR, ss. 16 and 17</p> <p>EA, s. 461 BSR, s. 22, par. 3 Documents 19-5002, 19-5002A and 12-5038</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>6.3.1.1 Students With Profound Intellectual Impairments, With Pervasive Developmental Disorders or With Psychopathological Disorders</p> <p>School boards that wish to exempt one of these categories of students from the application of provisions concerning the subject-time allocation 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. They may also use the education program adapted for students with profound intellectual impairments, which has been available as a pilot program since the fall of 2003.</p> <p>6.3.1.2 Students With Handicaps, Social Maladjustments or Learning Disabilities</p> <p>The definitions regarding these students are set out in a document entitled <i>Students With Handicaps, Social Maladjustments or Learning Disabilities: Definitions</i>.</p> <p>6.3.2 In French Schools</p> <p>6.3.2.1 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 may 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>EA, s. 447, par. 10 BSR, s. 22, elementary education BSR2, s. 35, secondary education BSR, s. 22, par. 3(2)(3)(4) s. 23, par. 3(2)(3)(4) BSR, Schedule II</p> <p>BSR, s. 22, par. 3(6); s. 23, par. 3(6)</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>6.4 Secondary Education</p> <p>6.4.1 Students With Moderate to Severe Intellectual Impairments</p> <p>School boards that wish to exempt this category of students from the application of provisions concerning the subject-time allocation must offer students ages 13 to 15 the adapted PACTE program (available in French only). For students ages 16 to 21, the adapted program entitled <i>Challenges: An Educational Approach That Facilitates Social Integration</i> is offered on a trial basis in schools.</p> <p>6.4.2 Establishment of a Special School Project for Students Ages 16 to 18 or for Students With Handicaps Ages 16 to 21</p> <p>Any school board that wishes to obtain a derogation regarding the list of subjects for students ages 16 to 18, or for students with handicaps ages 16 to 21, in order to carry out a special school project involving this group of students and aimed at fostering their educational success, must:</p> <ol style="list-style-type: none"> 1. request the authorization of the Minister 2. form a group of students distinct from regular classes 3. offer students one of the following paths 		<p>BSR2, s. 35 BSR, s. 23, par. 3(1) BSR, Schedule II Document 19-5004</p> <p>EA, s. 222, par. 3; s. 459, par. 3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>A) For students wishing to enroll in vocational training programs</p> <p>Students must have a timetable that consists of programs totalling at least 24 credits, which must include compulsory credits from the following subjects:</p> <ul style="list-style-type: none"> □ Language of instruction (English or French), Secondary III and/or Secondary IV □ Second language (French or English), Secondary III and/or Secondary IV □ Mathematics, Secondary III and/or Secondary IV <p>For the remaining credits, the school must offer students official programs in subjects from the list of compulsory or elective subjects, or local programs.</p> <p>B) For students wishing to obtain a Secondary School Diploma</p> <p>Credits from the following subjects are compulsory:</p> <ul style="list-style-type: none"> □ Language of instruction (English or French), Secondary V □ Second language (French or English), Secondary V □ Mathematics, Secondary V or an equivalent Secondary IV mathematics course □ Physical science, Secondary IV □ History of Québec and Canada, Secondary IV <p>For the remaining credits, the school must offer students official programs in subjects from the list of compulsory or elective subjects, or local programs.</p>	<p>The Secondary School Diploma (SSD) is awarded in accordance with the transitional rules for the certification of secondary studies set out in section 5.1 of these Directives.</p>	<p>EA, s. 222, par. 3; s. 459, par. 3 BSR2, s. 35</p> <p>EA, s. 222; s. 459, par. 3 BSR2, ss 35 and 69</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>6.4.3 Admission of Students or a Category of Students Who Are Older Than the Maximum Age Provided for in Section 1 of the <i>Education Act</i></p> <p>Every person covered by section 14 of the <i>Basic school regulation for preschool, elementary and secondary education</i> is, as of the first day in the current school year, eligible to receive educational services in a school, provided that he or she is likely to satisfy the requirements stipulated in the Basic school regulation for obtaining, in the current school year, a diploma issued by the Minister, a certificate in life skills and work skills education or a certificate in on-the-job training in a recycling facility.</p> <p>All persons covered by section 14 of the <i>Basic school regulation for preschool, elementary and secondary education</i> who have been admitted to a vocational training program without having the general education credits that are prerequisites to their programs of study are also eligible to receive educational services in a school.</p> <p>6.5 Secondary School Student Services</p> <p>School boards have replaced student services providing Catholic pastoral animation or Protestant religious animation with student services in spiritual care and guidance and community involvement. The change took place in secondary schools on July 1, 2001, and in elementary schools on July 1, 2002.</p>	<p>A ministerial framework entitled <i>Defining the Inner Life and Changing the World</i> (32-5405 and 32-5405A) has been published to explain the government guidelines for these services.</p> <p>This ministerial framework was sent to school boards in the spring of 2001. It is used to organize these services in elementary and secondary schools for the current school year.</p>	<p>EA, s. 38; s. 447(8) BSR, s. 14</p> <p>EA, ss 6 and 226 Bill 118, ss 28 and 66</p>

**SCHEDULE FOR THE AUGUST 2004 AND
JANUARY 2005 EXAMINATION SESSION**

Direction de la sanction des études

SCHEDULE FOR THE AUGUST 2004 EXAMINATION SESSION

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH*		
2 AOÛT 2004			AUGUST 2, 2004		
08:45 - 12:00	Français, écriture 5 ^e secondaire	129-510	08:45 - 10:45	French Reading	634-570
13:00 - 15:00	Histoire du Québec et du Canada	085-414	13:00 - 15:00	History of Québec and Canada	585-414
3 AOÛT 2004			AUGUST 3, 2004		
08:45 - 10:00	Anglais 5 ^e secondaire Production d'un discours oral	136-570	09:00 - 12:00	French Listening	634-580
10:15 - 12:00	Production d'un discours écrit		13:00 - 15:00	French Writing	634-560
13:00 - 15:15	Anglais 5 ^e secondaire Compréhension d'un discours oral et d'un discours écrit	136-520			
4 AOÛT 2004			AUGUST 4, 2004		
09:00 - 12:00	Mathématique 436	068-436	09:00 - T 2004	Mathematics 436	568-436
13:00 - 16:00	Mathématique 514	068-514	13:00 - T 200	Mathematics 514	568-514
5 AOÛT 2004			AUGUST 5, 2004		
08:45 - 10:00	Anglais 4 ^e secondaire Production d'un discours oral	136-470	08:45 - 11:45	English Language Arts (Part I)	630-516
10:30 - 12:00	Production d'un discours écrit		13:00 - 16:00	English Language Arts (Part II)	630-516
13:00 - 15:00	Anglais 4 ^e secondaire Compréhension d'un discours oral et d'un discours écrit	136-420			
6 AOÛT 2004			AUGUST 6, 2004		
13:00 - 15:00	Sciences physiques 416	056-470	09:00 - 12:00	English Language Arts (Part III)	630-516
			13:00 - 15:00	Physical Science 416	556-470

* Schools may administer the French Speaking examination (634-590) before August 2, 2004.

SCHEDULE FOR THE JANUARY 2005 EXAMINATION SESSION

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH*		
<u>Décembre – Janvier</u>					
Anglais 4 ^e secondaire	Production d'un discours oral	136-470			
Anglais 5 ^e secondaire	Production d'un discours oral	136-570			
9 DÉCEMBRE 2004					
08:45 - 12:00	Français, écriture 5 ^e secondaire	129-510			
17 JANVIER 2005			JANUARY 17, 2005		
10:15 - 12:00	Anglais 5 ^e secondaire Production d'un discours écrit	136-570	08:45 - 10:45	French Reading	634-570
13:00 - 15:15	Anglais 5 ^e secondaire Compréhension d'un discours oral et d'un discours écrit	136-520	13:00 - 15:00	French Listening	634-580
18 JANVIER 2005			JANUARY 18, 2005		
09:00 - 12:00	Mathématique 436	068-436	09:00 - T 200	Mathematics 436	568-436
			13:00 - T 200	French Writing	634-560
19 JANVIER 2005			JANUARY 19, 2005		
10:30 - 12:00	Anglais 4 ^e secondaire Production d'un discours écrit	136-470	08:45 - 11:45	English Language Arts (Part I)	630-516
13:00 - 15:00	Anglais 4 ^e secondaire Compréhension d'un discours oral et d'un discours écrit	136-420	13:00 - 15:00	English Language Arts (Part II)	630-516
20 JANVIER 2005			JANUARY 20, 2005		
13:00 - 15:00	Histoire du Québec et du Canada	085-414	08:45 - 11:45	English Language Arts (Part III)	630-516
			13:00 - 15:00	History of Québec and Canada	585-414
21 JANVIER 2005			JANUARY 21, 2005		
09:00 - 11:00	Mathématique 514	068-514	09:00 - 11:00	Mathematics 514	568-514
13:00 - 15:00	Sciences physiques 416	056-470	13:00 - 15:00	Physical Science 416	556-470

* Schools may administer the French Speaking examination (634-590) before January 17, 2005.