

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

2005-2006 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

June 2005

Québec 

GENERAL EDUCATION IN THE YOUTH SECTOR

2005-2006 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

Coordination:

Direction générale de la formation des jeunes

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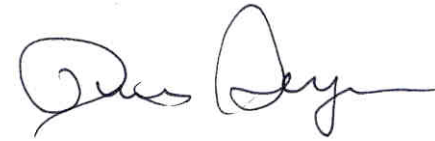
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A handwritten signature in black ink, appearing to read 'Pierre Bergevin', with a stylized, cursive script.

PIERRE BERGEVIN,
Assistant Deputy Minister
Preschool, Elementary School and Secondary School Education

A handwritten signature in black ink, appearing to read 'Michel Boivin', with a stylized, cursive script.

MICHEL BOIVIN,
Deputy Minister

2005-2006 school year

ABBREVIATIONS

- 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, and by
Order in Council 488-2005, 25 May 2005, *Gazette officielle du Québec*, Part 2, 8 June 2005, page 1655
- EA:** **Education Act (R.S.Q., c. I-13.3)**
- OC 488-2005:** **Regulation to amend the Basic school regulation for preschool, elementary and secondary education**
Order in Council 488-2005, 25 May 2005, *Gazette officielle du Québec*, Part 2, 8 June 2005, page 1655
- PE:** **An Act respecting private education (R.S.Q., c. E-9.1)**

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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 2005-2006 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*, which will come into force in 2005-2006 or subsequent years.

The *Regulation to amend the Basic school regulation for preschool, elementary and secondary education* comes into effect on July 1, 2005, except for certain provisions that will come into effect at a later date.

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

YEAR	PROVISIONS	REFERENCES
2005-2006	<p>Elementary</p> <ul style="list-style-type: none"> • The new provisions of the <i>Basic school regulation</i> with respect to the subject-time allocation for elementary education will not come into effect until July 1, 2006. The subject-time allocation in effect since the 2001-2002 school year will continue to apply in its entirety for the current school year. • As of July 1, 2005, the Minister's authorization is no longer required in order to teach English as a second language in Cycle One. This subject will become compulsory in 2006-2007. • The provisions of the new <i>Basic school regulation</i> with respect to communication with parents, as set out in sections 29, 30 and 30.1 of the Regulation, have been in effect since July 1, 2005, with the exception of paragraph 2 of section 30.1, which pertains to the cross-curricular competencies and will come into effect on July 1, 2007. There shall be at least eight communications per cycle, including five report cards and an end-of-cycle competency report. Each report card must provide information on the status of the development of the competencies specific to the student's programs of study, if the competencies have been evaluated. Moreover, a competency report must be transmitted to the parents at the end of each cycle. This document must include the information provided for in paragraphs 1 and 3 of section 30.1 of the new <i>Basic school regulation</i>. <p>Secondary</p> <ul style="list-style-type: none"> • The new provisions of the <i>Basic school regulation</i> with respect to the subject-time allocation are in effect, but their application will take place gradually. For 2005-2006, their application is compulsory only in Secondary I. Meanwhile, the provisions of the old <i>Basic school regulation</i> continue to apply at the other four years of secondary school. • The following subjects will no longer be taught in Secondary I: Ecology, Personal and Social Education. • The provisions of the new <i>Basic school regulation</i> with respect to communication with parents, as set out in sections 29, 30 and 30.1 of the Regulation, have been in effect since July 1, 2005, with the exception of paragraph 2 of section 30.1, which pertains to the cross-curricular competencies and will come into effect on July 1, 2007. However, these provisions will be applied gradually at the secondary level. In 2005-2006, they apply only to Secondary I. Each report card sent to parents of Secondary I students during the 2005-2006 school 	<p>EA, s. 459 BSR, s. 22 OC 488-2005, s. 7, 9 to 11 and 18, par. 1 (1)</p> <p>EA, s. 459 BSR, s. 23 OC 488-2005, s. 18, par. 1 (3)</p>

YEAR	PROVISIONS	REFERENCES
2006-2007	<p>year must provide information on the status of the development of the competencies specific to the student's programs of study, if the competencies have been evaluated.</p> <ul style="list-style-type: none"> The new section 14 of the <i>Basic school regulation</i> allows for a relaxing of the regulatory provision that permits, under certain conditions, students over the age of 18, or over the age of 21 in the case of students with handicaps, to be admitted to secondary school in the youth sector. This new section comes into effect on July 1, 2005. <p>Elementary</p> <ul style="list-style-type: none"> Physical education and health is one of the subjects for which the number of hours of instruction is given. This amounts to two hours per week. English as a second language is compulsory in each year of Cycle One. There are at least 25 hours of instruction in this subject per week. One of the arts taught in Cycle One must also be taught in Cycle Two and Cycle Three. <p>Secondary</p> <ul style="list-style-type: none"> The new provisions of the <i>Basic school regulation</i> with respect to the subject-time allocation will continue to be applied gradually. For 2006-2007, their application is compulsory in Secondary II. Meanwhile, the provisions of the old <i>Basic school regulation</i> will continue to apply to Secondary III, IV and V. The following subjects will no longer be taught in Secondary II: Physical Science, Home Economics. The provisions pertaining to communication with parents, as set out in sections 29, 30 and 30.1 of the new <i>Basic school regulation</i>, will continue to be applied gradually and now apply to Secondary II. A competency report will be transmitted to the parents of students who complete Cycle One at the end of the 2006-2007 school year. 	<p>BSR, s. 22 OC 488-2005, s. 18 (1)</p> <p>EA, s. 459 BSR, s. 23 and 32 OC 488-2005, s. 18, par. 1 (2) and par. 2</p>

YEAR	PROVISIONS	REFERENCES
2007-2008	<ul style="list-style-type: none"> • The provisions pertaining to the requirements for obtaining a Secondary School Diploma (SSD) will come into effect gradually. As of May 1, 2007, students will have to have successfully completed a Secondary IV Mathematics program, the Secondary IV Physical Science program and the Secondary V English as a Second Language program. These requirements are in addition to those already in effect with respect to the Secondary V Language of Instruction program and the Secondary IV History of Québec and Canada program. <p>Elementary</p> <ul style="list-style-type: none"> • There are no changes to elementary education in 2007-2008, or in subsequent years. <p>Secondary</p> <ul style="list-style-type: none"> • The new provisions of the <i>Basic school regulation</i> with respect to the subject-time allocation will continue to be applied gradually. For 2007-2008, their application is compulsory in Secondary III. Meanwhile, the provisions of the old <i>Basic school regulation</i> will continue to apply to Secondary IV and V. • The following subjects will no longer be taught in Secondary II: Biology, Introduction to Technology, Geography of Québec and Canada, Personal and Social Education, Career Choice Education. • Secondary II students can choose between general education or applied general education. • Application of the regulatory provisions pertaining to the work-oriented path, as set out in the new <i>Basic school regulation</i>, is compulsory. As a result, the individualized path for learning in life skills and work skills education (LSWSE) is abolished. The same holds for the regulatory provision pertaining to programs leading to an Attestation of Vocational Education (AVE), which was included in the <i>Basic vocational training regulation</i>. However, students admitted to this path or to these programs prior to July 1, 2007, may continue to pursue their studies and may receive the relevant attestation or certificate, as the case may be. • The provisions pertaining to communication with parents, as set out in sections 29, 30 and 30.1 of the new <i>Basic school regulation</i>, will continue to be applied gradually and now apply to Secondary III. A competency report will be transmitted to the parents of students who complete Secondary III at the end of the 2007-2008 school year. 	<p>EA, s. 459 BSR, s. 22 and 23 to 23.5 OC 488-2005, s. 16 and 17</p>

YEAR	PROVISIONS	REFERENCES
2008-2009	<p>Secondary</p> <ul style="list-style-type: none"> The new provisions of the Basic school regulation with respect to the subject-time allocations will continue to be applied gradually. For 2008-2009, their application is compulsory in Secondary IV. Meanwhile, the provisions of the old <i>Basic school regulation</i> will continue to apply to Secondary V. The following subjects will no longer be taught in Secondary IV: Physical Science, Personal and Social Education, Career Choice Education. The provisions pertaining to communication with parents, as set out in sections 29, 30 and 30.1 of the new <i>Basic school regulation</i>, will continue to be applied gradually and now apply to Secondary IV. A competency report will be transmitted to the parents of students who complete Secondary IV at the end of the 2008-2009 school year. 	<p>EA, s. 459 BSR, s. 23 to 23.5 OC 488-2005, s. 18, par. 2</p>
2009-2010	<p>Secondary</p> <ul style="list-style-type: none"> The subject-time allocations of the new <i>Basic school regulation</i> will apply to Secondary I through Secondary V. The following subjects will no longer be taught in Secondary V: <i>Personal and Social Education, Career Choice Education, Economics</i>. The requirements for obtaining an SSD are extended to the five subject areas. As of May 1, 2010, students will have to have successfully completed a Secondary IV Arts program as well as a Secondary V Ethics and Religious Culture program or a Secondary V Physical Education and Health program. These requirements are in addition to those already in effect with respect to the other subject areas. 	<p>EA, s. 459 BSR, s. 23 to 23.5 and 32 OC 488-2005, s. 18, par. 2</p>

2. MISCELLANEOUS INFORMATION

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.1 Departure From the List of Subjects</p> <p>The Minister's prior authorization is needed for all special school projects applicable to a group of students that would necessarily entail withdrawing a compulsory subject from the list of subjects.</p>	<ul style="list-style-type: none"> ▪ This provision also applies when a school wishes to withdraw a compulsory subject in order to field test one or more programs of study within the context of the education reform. For this purpose, an official request for an exemption must be submitted before February 10, 2006. Applicants should use the form entitled <i>Dérogation à la liste des matières pour un projet pédagogique particulier applicable à un groupe d'élèves – Implantation du Programme de formation</i>. ▪ The obligation to teach the Ethics and Religious Culture program in Secondary IV has been delayed until 2006-2007. For the 2005-2006 school year, the preliminary Moral Education program, composed of modules from the Secondary IV and V Moral Education program, will be used. <p>The codes of this preliminary Moral Education program are as follows:</p> <ul style="list-style-type: none"> - 081412 (French) - 581412 (English) <p><i>It must be pointed out that, in the wake of the recent amendments to the Education Act, next year a regulation will be published that will set out the conditions under which school boards may authorize schools to depart from the list of compulsory subjects.</i></p>	<p>EA, s. 222, par. 3, s. 459 and 460</p> <p>BSR, s. 23 to 23.5</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.2 Local Programs</p> <p>2.2.1 Local Program in Ecumenism or in Ethics and Religious Culture</p> <p>Bill 95, <i>An Act to amend various legislative provisions of a confessional nature in the education field</i> was adopted on June 15, 2005. This bill repeals the provisions relating to confessional instruction in elementary and secondary school. Its amendments will result in the withdrawal of Catholic religious and moral instruction and Protestant moral and religious education from the list of compulsory elementary and secondary school subjects in July 2008, with a view to implementing a common Ethics and Religious Culture program in elementary and secondary school.</p> <p>2.2.2 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>2.2.1 Program in Ecumenism or in Ethics and Religious Culture</p> <p>Until the implementation of the new Ethics and Religious Culture programs in July 2008:</p> <ol style="list-style-type: none"> Only those schools that were authorized by the Minister, prior to July 1, 2005, to replace the Secondary Cycle One Catholic Religious and Moral Instruction program or the Protestant Moral and Religious Education program established by the Minister by a program in ecumenism or in ethics and religious culture may continue to offer such a local program to its students until June 30, 2008. Between July 1, 2005 and July 1, 2008, a school board may, with the authorization of and subject to the conditions determined by the Minister, allow a school to replace the Catholic Religious and Moral Instruction program or the Protestant Moral and Religious Education program in order to enable a school to field test an Ethics and Religious Culture program established by the Minister. <p>2.2.2 Approval of Local Programs</p> <p>If none of the SESAME 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 Form 50-2.</p>	<p>EA, s. 5, par. 2, and s. 222.1, pars. 4 and 5</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 <i>Admin. Man.</i>) (16-7175A), Form 50-2</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>No more than four credits can be assigned to a local program of studies without the prior authorization of the Minister.</p> <p>2.2.3 Approval of a Local Program to Replace an Official Program</p> <p>The Minister of Education, Recreation and Sports 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>2.3 Career Exploration Program</p> <p>A career exploration program may be offered to students in general education.</p> <p>Students who successfully complete a career exploration program obtain the credits attributed to that program, up to a maximum of four, unless otherwise authorized by the Minister.</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>2.2.3 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 local program must also be submitted to the Minister for approval.</p> <p>2.3 Career Exploration Program</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, for Secondary III, IV and V students, must be developed locally by the schools. In particular circumstances, certain authorized schools may offer the program as early as Secondary I. The program codes can be found in the SESAME system.</p> <p>Please note that this training program is currently undergoing revision, and that, starting in 2007-2008, a new ministerial program will be included in the list of elective subjects in the applied general education path.</p>	<p>EA, s. 96.16 and 463, par. 2 BSR, s. 25 Form 50-1</p> <p>EA, s. 222.1, par. 3</p> <p>EA, s. 85, 96.15, par. 1 (1), 96.16, and 463, par. 2</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.4 Evaluation of Learning and Certification of Studies</p> <p>2.4.1 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>2.4.2 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 and compulsory examinations must be strictly observed. Only the Minister may authorize a change to the schedule.</p> <p>2.4.3 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 jointly by the school board and the Minister to students who have successfully completed the <i>On-the-Job Training in a Recycling Facility</i> program.</p>	<p>2.4.3 Certificate in 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>EA, s. 208 and 231, par. 1 BSR, s. 31</p> <p>EA, s. 231, par. 1, and s. 470 <i>Admin. Man. (16-7175A)</i></p> <p>EA, s. 223 and 471 <i>Info/Sanction</i>, no. 244, 1997-10-28</p>

1. See schedules.

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5 MISCELLANEOUS PROVISIONS (Preschool Education)</p> <p>2.5.1 Students With Moderate to Severe Intellectual Impairments</p> <p>2.5.1.1 In French and English Schools</p> <p>The program of preschool activities is offered to all students, including those with moderate to severe intellectual impairments.</p> <p>2.5.2 Four-Year-Old Students With Handicaps or Living in Low-Income Areas</p> <p>Any four-year-old child with a handicap or living in a low-income area may be exempted by the school board from the application of the second paragraphs of sections 16 and 17 of the <i>Basic school regulation for preschool, elementary and secondary education</i>, which deal with the number of school days and the minimum number of hours per week that must be devoted to 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"> – 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>2.5.1.1 In French and English Schools</p> <p>Over the course of the 2005-2006 school year, a companion document will be made available to teachers working with students with moderate to severe intellectual impairments.</p>	<p>EA, s. 461</p> <p>EA, s. 447 (10) BSR, s. 16, par. 2, and s. 17, par. 2 Schedule I</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5.3 Procedures for Integration</p> <p>In preschool education, some days may be used to welcome parents and children.</p> <p>2.6 MISCELLANEOUS PROVISIONS (Elementary Education)</p> <p>2.6.1 Students With Moderate to Severe Intellectual Impairments</p> <p>2.6.1.1 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>2.6.1.2 In English Schools</p> <p>School boards may use the following programs:</p> <ul style="list-style-type: none"> ▪ <i>Language for Life</i> ▪ <i>Mathematics</i> ▪ <i>Social Studies</i> <p>2.7 MISCELLANEOUS PROVISIONS (Elementary and Secondary Education)</p> <p>2.7.1 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>2.5.3 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>These adapted programs may be used for other students with handicaps if these students also have a moderate to severe intellectual impairment.</p>	<p>BSR, s. 16 and 17</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.7.2 Students With Profound Intellectual Impairments</p> <p>School boards that wish to exempt one of these 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>2.7.3 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>School boards that wish to exempt students with profound intellectual impairments 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 program entitled <i>Adapted Education Program for Students With a Profound Intellectual Impairment</i>, Trial Version, August 2005.</p>	<p>EA, s. 447 (10) BSR, s. 23.2 (2) and Schedule II, s. 2</p> <p>EA, s. 447 (10) BSR, s. 23.2 (3)</p>
<p>2.8 MISCELLANEOUS PROVISIONS (Secondary Education)</p> <p>2.8.1 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 aged 13 to 15 the adapted PACTE program (available in French only). For students aged 16 to 21, the adapted program entitled <i>Challenges: An Educational Approach That Facilitates Integration</i> is offered on a trial basis in schools.</p>	<p>These adapted programs may be used for other students with handicaps if these students also have a moderate to severe intellectual impairment.</p>	<p>EA, s. 447 (10) BSR, s. 23.2 (1) and Schedule II, s. 1</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.8.2 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 an exemption 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>A) For students wishing to enroll in vocational training programs</p> <p>The students' timetable must consist 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 or Secondary IV • Second language (French or English), Secondary III or Secondary IV • Mathematics, Secondary III or Secondary IV 		<p>EA, s. 222, par. 3, and s. 459, par. 3</p> <p>EA, s. 222, par. 3, and s. 459, par. 3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<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>2.9 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> (32-5405A) 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. 222, par. 3, and s. 459, par. 3</p> <p>EA, s. 6 and 226</p>

SCHEDULE FOR THE JANUARY 2006 EXAMINATION SESSION

Schedule 1

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH*		
<u>DECEMBER-JANUARY</u>					
Anglais, 4 ^e secondaire	Production d'un discours oral	156-410			
Anglais, 5 ^e secondaire	Production d'un discours oral	156-510			
DECEMBER 8, 2005					
8:45 a.m. - 12:00 p.m.	Français, écriture 5 ^e secondaire	129-510			
JANUARY 16, 2006			JANUARY 16, 2006		
9:00 a.m. - 10:45 a.m.	Anglais, 5 ^e secondaire Production d'un discours écrit	156-520	8:45 a.m. - 10:45 a.m.	French Reading	634-570
11:00 a.m. - 11:50 a.m.	Compréhension d'un discours oral	156-530			
1:00 p.m. - 2:30 p.m.	Anglais, 5 ^e secondaire Compréhension d'un discours écrit	156-540	1:00 p.m. - 3:00 p.m.	French Listening	634-580
JANUARY 17, 2006			JANUARY 17, 2006		
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 p.m. - 3:00 p.m.	French Writing	634-560
JANUARY 18, 2006			JANUARY 18, 2006		
10:30 a.m. - 12:00 p.m.	Anglais, 4 ^e secondaire Production d'un discours écrit	156-420	8:45 a.m. - 11:45 a.m.	English Language Arts (Part I)	630-516
1:00 p.m. - 1:45 p.m.	Anglais, 4 ^e secondaire Compréhension d'un discours oral	156-430			
2:00 p.m. - 3:20 p.m.	Compréhension d'un discours écrit	156-440	1:00 p.m. - 4:00 p.m.	English Language Arts (Part II)	630-516
JANUARY 19, 2006			JANUARY 19, 2006		
1:00 p.m. - 3:15 p.m.	Histoire du Québec et du Canada	085-414	8:45 a.m. - 11:45 a.m.	English Language Arts (Part III)	630-516
			1:00 p.m. - 3:15 p.m.	History of Québec and Canada	585-414
JANUARY 20, 2006			JANUARY 20, 2006		
9:00 a.m. - 12:00 p.m.	Mathématique 514	068-514	9:00 a.m. - 12:00 p.m.	Mathematics 514	568-514
1:00 p.m. - 3:00 p.m.	Sciences physiques 416	056-470	1:00 p.m. - 3:00 p.m.	Physical Science 416	556-470

* Schools may administer the French Speaking examination (634-590) before January 16, 2006.

