

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

2019-2020 ANNUAL DIRECTIVES

FROM THE MINISTER

AMENDED

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Amended 2019-2020 Annual Directives

A handwritten signature in black ink, reading "Jean-François Roberge". The signature is written in a cursive, flowing style with a large initial 'J' and 'R'.

Jean-François Roberge

Minister of Education

2019-2020 School Year

ABBREVIATIONS

EA: *Education Act* (chapter I-13.3)

APE: *Act respecting private education* (chapter E-9.1)

BSR: *Basic school regulation for preschool, elementary and secondary education* (chapter I-13.3, r. 8)

Table of contents

1 PROGRAMS OF STUDY.....	1
1.1 LIST OF ELECTIVE SUBJECTS FOR WHICH THE MINISTER HAS ESTABLISHED PROGRAMS OF STUDY.....	1
1.2 STUDENTS RECEIVING SPECIAL WELCOMING SERVICES AND FRENCH-LANGUAGE INSTRUCTIONAL SERVICES.....	1
1.3 ELEMENTARY- AND SECONDARY-LEVEL PROGRAMS OF STUDY AND BROAD AREAS OF LEARNING	2
1.3.1 Elementary- and Secondary-Level Broad Areas of Learning	2
1.4 PROGRAMS FOR STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL IMPAIRMENTS.....	2
1.4.1 Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary school.....	2
1.4.2 Programmes d’études adaptés avec compétences transférables essentielles (PACTE) – Secondary School	3
1.4.3 Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School	3
1.5 EDUCATION PROGRAM FOR STUDENTS WITH A PROFOUND INTELLECTUAL IMPAIRMENT.....	3
2 EVALUATION OF LEARNING AND THE PROVINCIAL REPORT CARD	4
2.1 PROVINCIAL REPORT CARD	4
2.2 POSSIBLE EXEMPTION FROM THE PROVISIONS RELATING TO RESULTS ON THE PROVINCIAL REPORT CARD	5
2.2.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Are Enrolled in Regular Classes or Special Classes at the Elementary or Secondary Level	5
2.2.2 Students Who Have an Intellectual Impairment and Who Are Enrolled in Another Ministerial Program of Study	6
2.2.3 Students Enrolled in Prewrite Training.....	6
2.2.4 Students Receiving Special Welcoming and French-Language Instructional Services	7
3 CERTIFICATIONS AND ATTESTATIONS	7
3.1 ATTESTATION OF COMPETENCIES FOR ADAPTED PROGRAMS OF STUDY FOR STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL IMPAIRMENTS.....	7
3.2 ATTESTATION OF COMPETENCIES FOR THE EDUCATIONAL PROGRAM FOR STUDENTS WITH A PROFOUND INTELLECTUAL IMPAIRMENT	8
4 ADMISSION OF STUDENTS OVER THE AGE LIMIT	8
SCHEDULE I SUBJECTS FOR WHICH THE MINISTER HAS ESTABLISHED A PROGRAM OF STUDY	9
SCHEDULE II INFORMATION ABOUT THE THIRD-TERM REPORT CARD FOR STUDENTS WITH A MODERATE, SEVERE OR PROFOUND INTELLECTUAL IMPAIRMENT AND WHO ARE FOLLOWING ANOTHER MINISTERIAL EDUCATION PROGRAM	11
SCHEDULE III INFORMATION ABOUT THE FINAL REPORT CARD FOR STUDENTS ENROLLED IN THE WORK-ORIENTED TRAINING PATH	12
SCHEDULE IV INFORMATION ABOUT THE FINAL REPORT CARD FOR STUDENTS ENROLLED IN SPECIAL WELCOMING SERVICES AND FRENCH-LANGUAGE INSTRUCTIONAL SERVICES.....	13

The purpose of the amended 2019-2020 Directives is, essentially, to inform the school boards and private schools of decisions made by the Minister of Education for the 2019-2020 school year, mainly under the provisions of the *Education Act* and the *Basic school regulation for preschool, elementary and secondary education*.

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
1 PROGRAMS OF STUDY		
1.1 List of Elective Subjects for Which the Minister Has Established Programs of Study		
<p>The Minister has determined the list of elective subjects for which he has established a program of study as well as the number of credits assigned to each of these subjects.</p>	<p>The attached Schedule contains a list of these elective subjects.</p>	<p>EA, s. 463 BSR, s. 23.1 Schedule: <i>List of Elective Subjects for Which the Minister Has Established a Programs of Study</i></p>
1.2 Students Receiving Special Welcoming Services and French-Language Instructional Services		
<p>School boards that exempt students who are receiving special welcoming services and special French-Language instructional services from the provisions concerning the subject-time allocation must use the <i>Intégration linguistique, scolaire et sociale</i> programs established by the Minister.</p> <p>In the case of students integrated into welcoming classes, the subject-time allocation must be as follows:</p> <ul style="list-style-type: none"> • <i>Intégration linguistique, scolaire et sociale</i> 65 % • Mathematics 20 % • Other subjects 15 % <p>In the case of students directly integrated into regular classes with support measures, and exempted from the application of the subject-time allocation, the school board can replace the periods allotted to French, language of instruction, with periods allotted to the <i>Intégration linguistique, scolaire et sociale</i> program.</p>	<p>Preschool Education Program</p> <p>Students receiving welcoming and French-language instructional services take the Preschool Education program.</p>	<p>BSR, s. 6-7 BSR, s. 23.2 (3)</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
1.3 Elementary- and Secondary-Level Programs of Study and Broad Areas of Learning		
1.3.1 Elementary- and Secondary-Level Broad Areas of Learning		
<p>Under the powers conferred by paragraph 3 of section 461 of the EA, with regard to the broad areas of learning he has established, the Minister has prescribed the activities or content to be integrated into the educational services provided to students at the elementary and secondary level:</p> <ul style="list-style-type: none"> • compulsory academic and career guidance content for Elementary Cycle Three, as well as for Secondary Cycles One and Two. • a compulsory cardiopulmonary resuscitation (CPR) training activity for Secondary III students • compulsory sexuality education content for every year from the beginning of elementary school to the end of secondary school; content for preschool is also available and may be offered by schools that wish to provide it. 	<p>Academic and career guidance</p> <ul style="list-style-type: none"> • The Minister has prescribed compulsory academic and career guidance content for Elementary Cycle Three, as well as for Secondary Cycles One and Two. • The Ministère offers training and support to the school boards and private schools. <p>Cardiopulmonary resuscitation (CPR) training</p> <ul style="list-style-type: none"> • The Minister has made a cardiopulmonary resuscitation (CPR) training activity compulsory for Secondary III students. <p>Sexuality education</p> <ul style="list-style-type: none"> • The Minister has made sexuality education content compulsory for every year from the beginning of elementary school to the end of secondary school. Sexuality education content for preschool is also available and may be offered by schools that wish to provide it. • The Ministère offers training and support to the school boards and private schools. • For the 2019-2020 school year, considering the suspension of educational and teaching services as of March 14, 2020, it may not have been possible to cover all of the content made compulsory by the Minister in academic and career guidance and in sexuality education. • The requirement to present the content that was not provided in 2019-2020 will be determined by educational establishments based on their individual realities and any remedial work that must be done to prepare students for the content planned for 2020-2021. The Ministère can support the school network in making these adjustments if necessary. • As for the cardiopulmonary resuscitation activity, it must be offered to students in Secondary IV who were unable to participate in the activity in Secondary III. 	<p>EA, s. 461</p> <p>APE, s. 32</p>
1.4 Programs for Students With Moderate to Severe Intellectual Impairments		
1.4.1 Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary school		

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>School boards that exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the programs of study established by the Minister:</p> <p>Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary education</p>	<p>These adapted programs of study are available on the Ministère’s website.</p> <p><i>The CASP Education Program: A Competency-Based Approach to Social Participation</i>, designed for students aged 6 to 15 with moderate to severe intellectual impairments, may be used on a voluntary basis during the 2019-2020 school year as a replacement for the Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary education.</p>	<p>BSR, s. 23.2</p> <p>BSR, Schedule II</p>
<p>1.4.2 Programmes d’études adaptés avec compétences transférables essentielles (PACTE) – Secondary School</p>		
<p>School boards that exempt students aged 12 to 15 with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the programs of study established by the Minister:</p> <p>Programmes d’études adaptés avec compétences transférables essentielles (PACTE) – Secondary School (available in French only)</p>	<p>These adapted programs of study are available on the Ministère’s website.</p> <p><i>The CASP Education Program: A Competency-Based Approach to Social Participation</i>, designed for students aged 6 to 15 with moderate to severe intellectual impairments, may be used on a voluntary basis during the 2019-2020 school year as a replacement for the Programmes d’études adaptés avec compétences transférables essentielles (PACTE).</p>	<p>BSR, s. 23.2</p> <p>BSR, Schedule II</p>
<p>1.4.3 Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School</p>		
<p>School boards that exempt students aged 16 to 21 with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the following programs of study established by the Minister:</p> <p>Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School</p>	<p>These programs and detailed information on implementing them are available on the Ministère’s website.</p>	<p>BSR, s. 23.2</p> <p>BSR, Schedule II</p>
<p>1.5 Education Program for Students With a Profound Intellectual Impairment</p>		
<p>School boards that exempt students with profound intellectual impairments (within the meaning of section 2 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the Education Program for Students With a Profound Intellectual Impairment. This program is for students aged 4 to 21.</p>	<p>This education program established by the Minister is available on the Ministère’s website</p>	<p>BSR, s. 23.2</p> <p>BSR, Schedule II</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
2 EVALUATION OF LEARNING AND THE PROVINCIAL REPORT CARD		
2.1 Provincial Report Card		
<p>As provided for in the EA, gradual-implementation procedures established by the Minister with regard to the rules for the evaluation of learning for certain subjects will continue to apply.</p>	<p>This provision will continue to be implemented gradually for the 2019-2020 school year, with the result that, for certain subjects, a subject mark and group average may not appear on the report card for Term 1 or Term 2. This may be the case when not enough evaluations have taken place during either of these terms. The subjects to which this may apply are listed below.</p> <p>At the elementary school level:</p> <ul style="list-style-type: none"> • Ethics and Religious Culture • Second language • Physical Education and Health • Arts Education: Drama, Visual Arts, Dance and Music <p>At the secondary school level:</p> <ul style="list-style-type: none"> • Subjects in Secondary I, II and III for which the number of hours of instruction set out in the BSR is 100 or less. <p>The following procedures must be followed:</p> <ul style="list-style-type: none"> • The gradual-implementation procedures apply to the report card for Term 1 and Term 2, in accordance with the evaluation standards and procedures established by the school. • When the subject result and the group average do not appear on the report card for one of the terms, the final result noted on the final report card must be expressed as a percentage for Secondary IV and Secondary V, but as a notation of Pass (P) or No Pass (NP) for the elementary level and Secondary I, II and III. <p>No weighting will be applied for the third term. The mark recorded for this term will be based mainly on the evaluation of learning that teachers have completed between the end of the second term and March 13, inclusive (meaning until the suspension of teaching and educational services). It may also include, if applicable, observations made up to the end of the current school year.</p> <p>Furthermore, section 3 of the provincial report card must include, for the first term only, comments on two of the following four competencies: exercises critical judgment, organizes their work, communicates effectively, and works in a team.</p>	<p>EA, s. 459</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	However, for the 2019-2020 school year, the fact that gradual-implementation procedures are still in effect, coupled with the situation of the suspension of educational and teaching services, allows for the possibility of commenting on only one of the four competencies and to do so during the first term.	
2.2 Possible Exemption From the Provisions Relating to Results on the Provincial Report Card		
<p>Section 30.4 of the BSR states that:</p> <p>“A school board may, to the extent and on the conditions determined by the Minister, exempt handicapped students or students with social maladjustments or learning disabilities and students receiving welcoming services and support in learning French from the application of the provisions relating to results in this basic school regulation.”</p> <p>In this case, the school board or private school may exempt a student from the provisions relating to results in section 2 of the report card prescribed by the BSR.</p>	The modification of expected outcomes in connection with the Québec Education Program (QEP) requirements is an exceptional measure that enables a student to progress to the best of their ability with respect to the learning provided for in the QEP. It is agreed upon when developing the student’s individualized education plan.	BSR, s. 30.4
2.2.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Are Enrolled in Regular Classes or Special Classes at the Elementary or Secondary Level		
<p>An exemption from the provisions relating to section 2 of the report card prescribed by the BSR may be granted to students with handicaps, social maladjustments or learning disabilities, under the following conditions:</p> <ul style="list-style-type: none"> • The student has previously benefitted from regular targeted interventions by their teacher and one or more specialists. • The student’s individualized education plan states that they are incapable of meeting the requirements of the program established by the Minister for that subject and that, as a result, the requirements of the program have been modified for this student. • This exemption therefore applies to the subject or subjects targeted by the student’s individualized education plan. The mark recorded or the notation P or NP in the student’s report card corresponds to the expectations set in the student’s individualized education plan. 	<ul style="list-style-type: none"> • The student is not exempted from taking the subject, but only from the application of the provisions relating to results. • When the exemption is applied, a distinct course code, provided for this purpose and different from the regular course code, is used. This distinct course code signifies that the requirements of the QEP have been modified for this student. In addition, information must be indicated in the Comments area for a subject in section 2 of the report card regarding the modified requirements, as stated in the student’s individualized education plan. • The document entitled <i>Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students</i> serves as an aid to decision making, in particular when modifying expected outcomes with regard to QEP requirements. • The decision to modify the expected outcomes in connection with QEP requirements is taken jointly as part of the individualized education plan process that includes the participation of the parents and the student, if the student is capable of participating. • The results recorded for the first two terms are expressed as percentages. 	<p>BSR, s. 30.4</p> <p><i>Info/Sanction</i>, no. 12-13-022A</p> <p><i>Info/Sanction</i>, no. 13-14-007</p> <p><i>Info/Sanction</i>, no. 13-14-30</p> <p><i>Info/Sanction</i>, no. 17-18-11</p> <p>EA, s. 96.14</p> <p>BSR, ss. 30.1, 30.2 30.3 and 30.4</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>The exemption applies to:</p> <ul style="list-style-type: none"> • The group average • the weighting for the terms • the obligation to use the Framework for the Evaluation of Learning <p>In the <i>Comments</i> area of section 2 of the report card, it must be indicated that the requirements of the QEP have been modified for this student.</p>	<ul style="list-style-type: none"> • The results recorded for the 3rd term in the student’s report card are expressed using the notations Pass (P), No Pass (NP) or Not Evaluated (NE) for each of the competencies. • The final subject results are recorded using the notation Pass (P) or No Pass (NP). For subjects with detailed results (English Language Arts, mathematics), only the subject mark is required. • A comment on the report card will indicate that the mark refers to the student’s progress based on the expectations set in the student’s individualized education plan. 	
2.2.2 Students Who Have an Intellectual Impairment and Who Are Enrolled in Another Ministerial Program of Study		
<p>a) Students with a moderate to severe intellectual impairment</p> <p>For students who are taking one of the following ministerial programs of study:</p> <ul style="list-style-type: none"> • Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary education • <i>Programmes d’études adaptés avec compétences transférables essentielles (PACTE)</i> –Secondary School • Adapted program of study – <i>Challenges: An educational approach that facilitates social integration</i> <p>The information concerning the exemptions granted and the marks to be entered for each program of study in section 2 of the report card prescribed by the BSR can be found on each program’s webpage available on the Ministère’s website.</p>	<ul style="list-style-type: none"> • For the CASP Education Program, the information concerning the marks to be entered in section 2 of the report card prescribed by the BSR is available on the Ministère’s website. • Information about the third term report card is presented in Schedule II of these modified annual directives. 	BSR, ss. 30.1, 30.2 and 30.3
<p>b) Students With a Profound Intellectual Impairment</p> <p>The information concerning the exemptions granted and the marks to be entered in section 2 of the report card prescribed by the BSR is available on the Ministère’s website.</p>	<ul style="list-style-type: none"> • Information concerning marks to be entered in section 2 of the report card prescribed by the BSR for the first two terms is available on the Ministère’s website. • Information concerning the third term report card is presented in Schedule II of these modified annual directives. 	BSR, ss. 30.1, 30.2 and 30.3
2.2.3 Students Enrolled in Pework Training		
<p>The information concerning the exemptions granted and the marks to be entered in section 2 of the report card prescribed by the BSR is available on the Ministère’s website.</p>	<ul style="list-style-type: none"> • Information concerning section 2 of the report card for the first and second terms is available on the Ministère’s website. 	BSR, ss. 30.1, 30.2 and 30.3

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	<ul style="list-style-type: none"> Information concerning section 2 of the report card for the third term and the final result is available in Schedule III of these modified annual directives. 	
2.2.4 Students Receiving Special Welcoming and French-Language Instructional Services		
<p>School boards may exempt students who are receiving special welcoming services and special French-language instructional services from the provisions concerning student results, as outlined in the BSR.</p> <p>This exemption applies to all of the following elements:</p> <ul style="list-style-type: none"> the group average, as described in section 30.1 of the BSR the weighting for the terms, as described in the second paragraph of section 30.2 of the BSR 	<p>This exemption applies to students who are receiving special welcoming and French-language instructional services, regardless of how these services are organized in the school.</p> <ul style="list-style-type: none"> In subjects to which the exemption applies, the result is expressed as a rating. A subject mark is not required for subjects for which detailed results are recorded on the report card, and teachers are not obligated to produce a final result for the various subjects. The notation Not Evaluated (NE) can also be recorded. The results for subjects to which the exemption does not apply are expressed as percentages for the first and second terms. The requirements set out in the modified basic school regulation must be respected for the third term and the final mark for these subjects. For the <i>Intégration linguistique, scolaire et sociale</i> programs in elementary and secondary schools, the Paliers pour l'évaluation du français documents (tools for evaluating French) are provided to teachers and serve as a reference when preparing report cards The proposed key regarding the rating scale to be used for exempted subjects other than <i>Intégration linguistique, scolaire et sociale</i> is provided in Appendix IV of these modified annual directives. Regarding the results obtained as part of the <i>Intégration linguistique, scolaire et sociale</i> program for students in Secondary IV and V, the requirements set out in the modified basic school regulation must be respected for the third term and the final result. 	<p>BSR, ss. 6, 7 and 30.4</p> <p>BSR, ss. 6, 7, 30.1, 30.2, 30.3 and 30.4</p>
3 CERTIFICATIONS AND ATTESTATIONS		
3.1 Attestation of Competencies for Adapted Programs of Study for Students With Moderate to Severe Intellectual Impairments		
<p>On the recommendation of the school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:</p> <ul style="list-style-type: none"> they have met the requirements of the programs that were taught 	<p>For these programs established by the Minister, the requirements for issuing an attestation of competencies are as follows:</p> <ul style="list-style-type: none"> Students must have completed at least 900 hours of training for all of the competencies under <i>Section I – Basic Subjects</i>. Students must have completed at least 1000 hours of training for both of the competencies under <i>Section II – Social Integration</i>. <p>For an attestation to be issued, a request must be submitted to the Direction de la sanction des études at: Sanction.DSE@education.gouv.qc.ca. The request must contain the information indicated in section 2.2.3 of the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p>	<p>EA, s. 471</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
3.2 Attestation of Competencies for the Educational Program for Students With a Profound Intellectual Impairment		
<p>On the recommendation of the school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:</p> <ul style="list-style-type: none"> • they have met the requirements of the programs that were taught 	<p>For this program established by the Minister, the requirements for issuing an attestation of competencies are as follows:</p> <ul style="list-style-type: none"> • For the last three years of school attendance, students must have accumulated at least 600 hours of schooling each year. • Students must have achieved at least the moderate level (level 2) for each of the competencies in the program. <p>For an attestation to be issued, a request must be submitted to the Direction de la sanction des études at: Sanction.DSE@education.gouv.qc.ca. The request must contain the information indicated in section 2.2.3 of the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p>	EA, s. 471
4 ADMISSION OF STUDENTS OVER THE AGE LIMIT		
<p>Beginning on the first day of the calendar for the 2019-2020 school year, any person to whom section 14 of the BSR applies may receive educational services provided in a school if they are likely to fulfill the requirements set by the BSR for obtaining, during this school year, one of the following:</p> <ul style="list-style-type: none"> • Secondary School Diploma • Prework Training Certificate • Training Certificate for a Semiskilled Trade • Certificate in On-the-Job Training in a Recycling Facility 		BSR, s. 14

SCHEDULE I

SUBJECTS FOR WHICH THE MINISTER HAS ESTABLISHED A PROGRAM OF STUDY

Secondary Cycle Two

General Education and Applied General Education Paths

<p>Spanish as a Third Language (141-304 or 641-304; 141-404 or 641-404) 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Science and the Environment (058-402 or 558-402) 2 credits</p>	<p>Secondary IV, Applied General Education Path</p>
<p>Environmental Science and Technology (058-404 or 558-404) 4 credits</p>	<p>Secondary IV, General Education Path</p>
<p>Physics (053-504 or 553-504) 4 credits</p>	<p>Secondary V</p>
<p>Chemistry (051-504 or 551-504) 4 credits</p>	<p>Secondary V</p>
<p>Drama (170-304 or 670-304; 170-404 or 670-404; 170-504 or 670-504) 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Visual Arts (168-304 or 668-304; 168-404 or 668-404; 168-504 or 668-504) 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Dance (172-304 or 672-304; 172-404 or 672-404; 172-504 or 672-504) 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Music (169-304 or 669-304; 169-404 or 669-404; 169-504 or 669-504) 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Drama and Multimedia (170-394 or 670-394; 170-494 or 670-494; 170-594 or 670-594) 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Visual Arts and Multimedia (168-394 or 668-394; 168-494 or 668-494; 168-594 or 668-594) 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Dance and Multimedia (172-394 or 672-394; 172-494 or 672-494; 172-594 or 672-594) 4 credits</p>	<p>Secondary III, IV and V</p>

Music and Multimedia (169-394 or 669-394; 169-494 or 669-494; 169-594 or 669-594) 4 credits	Secondary III, IV and V
Personal Orientation Project (106-304 or 606-304; 106-404 or 606-404) 4 credits	Secondary IV and V, General Education Path and Applied General Education Path
Entrepreneurship (104-532 or 604-532; 104-534 or 604-534) 2 or 4 credits	Secondary III, IV and V, General Education Path
Exploration of Vocational Training (198-402 or 698-402; 198-404 or 698-404) 2 or 4 credits	Secondary III, IV and V, General Education Path
Cultural Geography (092-594 or 592-594) 4 credits	Secondary V
History of the 20th Century (085-594 or 585-594) 4 credits	Secondary V
Integrative Project (102-502 or 602-502) 2 credits	Secondary V, General Education Path and Applied General Education Path

SCHEDULE II

INFORMATION ABOUT THE THIRD-TERM REPORT CARD FOR STUDENTS WITH A MODERATE, SEVERE OR PROFOUND INTELLECTUAL IMPAIRMENT AND WHO ARE FOLLOWING ANOTHER MINISTERIAL EDUCATION PROGRAM

CASP Education Program: A Competency-Based Approach to Social Participation

- A final report card is produced no later than July 10.
- The report card includes the results (in double-entry format) already sent for the first and second terms.
- At the end of the year, the teacher considers the results from the first and second terms and, if applicable, any evaluation carried out on or before March 13, 2020, as well as any observations made about the student before or after this date, in order to determine the level to which the student has developed the competencies and records a result in double-entry format, using the established key, or indicates NOT EVALUATED.
- For students who are changing schools or programs in 2020-2021, a number and letter grade must be provided for the third term for each of the competencies, using the established key.
- A justification of the results may be given in the Comments section of the report card.
- The section relating to a student's educational path must be completed and signed by the school administration.

Adapted programs of study – Elementary school, Programmes d'études adaptés avec compétences transférables essentielles (PACTE) – Secondary School and Adapted programs of study – Challenges: An educational approach that facilitates social integration

- A final report card is produced no later than July 10.
- The report card includes the results (in the form of ratings) already sent for the first and second terms.
- At the end of the year, the teacher considers the results from the first and second terms and, if applicable, any evaluation carried out on or before March 13, 2020, as well as any observations made about the student before or after this date, in order to determine the student's level of success in each subject and records a result, using the established key, or indicates NOT EVALUATED.
- For students who are changing schools or programs in 2020-2021 or who are completing their schooling in June 2020, a result must be provided for the third term for each subject, using the established key.
- A justification of the results may be given in the Comments section of the report card.
- The section relating to a student's educational path must be completed and signed by the school administration.

Education Program for Students With a Profound Intellectual Impairment

- A final report card is produced no later than July 10.
- The report card includes the results (in the form of ratings) already sent for the first and second terms.
- At the end of the year, the teacher considers the results from the first and second terms and, if applicable, any evaluation carried out on or before March 13, 2020, as well as any observations made about the student before or after this date, to determine the level to which the student has developed the competencies and records a result, using the established key, or indicates NOT EVALUATED.
- A justification of the results may be given in the Comments section of the report card.
- The records of learning that were supposed to be completed in June 2020 can be deferred to June 2021, except for students who are changing schools in 2020-2021 or who are completing their schooling in June 2020.

SCHEDULE III

INFORMATION ABOUT THE FINAL REPORT CARD FOR STUDENTS ENROLLED IN THE WORK-ORIENTED TRAINING PATH

- A final report card is produced no later than July 10.
- Modifications have been made to sections 33 and 33.1 of the *Basic school regulation for preschool, elementary and secondary education*, affecting the certification of studies for awarding diplomas for Prework Training and Training for a Semiskilled Trade.
- The proposed standards apply only to the 2019-2020 school year. Depending on the evolution of the situation and based on certain specific sections, changes will be made for the 2020-2021 and 2021-2022 school years, especially with regard to Prework Training.
- It is the responsibility of teachers who supervise practical training to determine whether or not students have successfully completed their practical training, based on the evaluations carried out before the closure of schools. For the third term, teachers take into account the evaluations that were carried out between the end of the second term and March 13, as well as other observations made later, circumstances permitting.
- In carrying out their evaluation, teachers must also take into account the exceptional suspension of educational and teaching services and the unforeseen circumstances in which students suddenly found themselves.

Details applicable to students enrolled in Prework Training

- In the third term, the established key will continue to be used, other than when the information collected is insufficient to make a judgment. In that case, the notation Not Evaluated (NE) will be used.
- The established key applies for the final result.
- In order to obtain a diploma, students must prove that they have mastered at least seven (7) specific competencies in a trade included in the list of semiskilled trades.

Details applicable to students enrolled in Training for a Semiskilled Trade

- The results recorded in the student's report card are shown as percentages for terms 1 and 2.
- In the third term, the notation Pass (P), No Pass (NP) or Not Evaluated (NE) will be recorded for each competency. This notation is based on evaluations that were carried out between the end of the second term and March 13, as well as other observations made later, circumstances permitting.
- For the final result, the teacher will record either Pass (P) or No Pass (NP) for each subject. In order to determine the result, teachers must consider the results from the first two terms and take into account the evaluations or observations made between the end of the second term and March 13, as well as other observations made until the end of the third term, circumstances permitting.
- In order to obtain a diploma, students must prove that they have mastered all the specific compulsory competencies of the relevant trade.,

SCHEDULE IV

INFORMATION ABOUT THE FINAL REPORT CARD FOR STUDENTS ENROLLED IN SPECIAL WELCOMING SERVICES AND FRENCH-LANGUAGE INSTRUCTIONAL SERVICES

- Proposed key for awarding letter grades in exempted subjects **other than the *Intégration linguistique, scolaire et sociale* program**:

A	The student exceeds expectations
B	The student clearly meets expectations
C	The student barely meets expectations
D	The student does not meet expectations
NE	Not evaluated

Note: The key presented is based on the expectations established for the student.

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