

# General Education in the Youth Sector: Preschool, Elementary School and Secondary School

**2022-2023 ANNUAL DIRECTIVES FROM THE MINISTER**

**Title of original document**

La formation générale des jeunes : l'éducation préscolaire, l'enseignement primaire  
et l'enseignement secondaire – Instruction annuelle du ministre 2022-2023

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

Jean-François Roberge

Minister of Education

2022-2023 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 school education* (chapter I-13.3, r. 8)

**ABSR:** *Amended Basic school regulation for preschool, elementary and secondary education for the 2022-2023 school year* (O.C. 1055-2022, June 22, 2022)

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## Annual Directives 2022-2023

The purpose of the 2022-2023 Directives is, essentially, to inform the school service centres, school boards and private schools of the decisions made by the Minister of Education for the 2022-2023 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   |             |     |                |     |   |   |
|--|---|--|-------------|-----|----------------|-----|---|---|
| <b>1 PROGRAMS OF STUDY</b>   |   |  |             |     |                |     |   |   |
| <b>1.1 List of Elective Subjects for Which the Minister has Established Programs of Study</b>  |   |  |             |     |                |     |   |   |
| 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.   | The attached Schedule I contains a list of these elective subjects. | EA, s. 463<br>BSR, s. 23.1<br>Schedule I: List of Elective Subjects for Which the Minister Has Established Programs of Study |             |     |                |     |   |   |
| <b>1.2 Students Receiving Special Welcoming Services and Support in Learning French</b>  |   |  |             |     |                |     |   |   |
| <p>In compliance with the terms and conditions for implementing the special welcoming services and support in learning French program, school service centres that exempt students who are receiving these services and support from the provisions concerning the subject-time allocation must use the <i>Intégration linguistique, scolaire et sociale</i> program established by the Minister. As much as possible, the student's subject-time allocation must allow them to familiarize themselves with the content of the compulsory subjects indicated in the BSR.</p> <p>In the case of students integrated into welcoming classes, the subject-time allocation must be as follows:</p> <table data-bbox="107 1230 760 1344"> <tr> <td>Intégration linguistique, scolaire et sociale</td> <td>65%</td> </tr> <tr> <td>Mathematics</td> <td>20%</td> </tr> <tr> <td>Other subjects</td> <td>15%</td> </tr> </table> <p>In the case of students directly integrated into regular classes with special welcoming services and support in learning French, and exempted from the application of the</p> | Intégration linguistique, scolaire et sociale                       | 65%  | Mathematics | 20% | Other subjects | 15% | <p><b>Preschool Education Program</b></p> <p>Students receiving welcoming services and support in learning French take the Preschool Education program.</p> <p><b>Elementary and Secondary School Programs</b></p> <p>In the case of students who are exempted from the application of the provisions concerning subject-time allocation and from the provisions concerning student results (Provision 2.2.4), a course code and name different from that of the regular course are used.</p> | <p>BSR, s. 6-7<br/>BSR, s. 23.2 (3)</p> <p><a href="#"><i>Intégration linguistique, scolaire et sociale (ILSS) – Enseignement primaire</i></a></p> <p><a href="#"><i>Intégration linguistique, scolaire et sociale (ILSS) – Enseignement secondaire</i></a></p> <p>Info-Sanction 21-22-02</p> |
| Intégration linguistique, scolaire et sociale  | 65%   |  |             |     |                |     |   |   |
| Mathematics  | 20%   |  |             |     |                |     |   |   |
| Other subjects   | 15%   |  |             |     |                |     |   |   |

| PROVISIONS  | ADDITIONAL INFORMATION   | REFERENCES   |
|---|--|--|
| <p>subject-time allocation, the school service centre can replace the periods allotted to French, language of instruction, with periods allotted to the <i>Intégration linguistique, scolaire et sociale</i> program.</p>   |  |  |
| <h3>1.3 Elementary- and Secondary-Level Programs of Study and Broad Areas of Learning</h3>  |  |  |
| <h4>1.3.1 Elementary- and Secondary-Level Broad Areas of Learning</h4>  |  |  |
| <p>Under the powers conferred by the third paragraph 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 levels:</p> <ul style="list-style-type: none"> <li>• compulsory academic and career guidance content for Elementary Cycle Three, as well as for Secondary Cycles One and Two</li> <li>• compulsory sexuality education content for each year of elementary and secondary school. Sexuality education content for preschool is also available and may be offered by schools that wish to provide it.</li> <li>• a compulsory cardiopulmonary resuscitation (CPR) training activity for Secondary III students</li> </ul> | <p><b>Academic and career guidance</b></p> <ul style="list-style-type: none"> <li>• The Minister has prescribed compulsory academic and career guidance content for Elementary Cycle Three, as well as for Secondary Cycles One and Two.</li> <li>• The Ministère offers training and support to the school service centres, school boards and private schools.</li> </ul> <p><b>Sexuality education</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Ministère offers training and support to the school service centres, school boards and private schools.</li> </ul> <p><b>Cardiopulmonary resuscitation (CPR) training</b></p> <ul style="list-style-type: none"> <li>• The Minister has made a cardiopulmonary resuscitation (CPR) training activity compulsory for Secondary III students.</li> </ul> | <p>EA, s. 461<br/>APE, s. 32</p> <p><a href="#">Academic and Career Guidance Content – Learning</a></p> <p><a href="#">Sexuality Education – Content</a></p> |



| PROVISIONS  | ADDITIONAL INFORMATION  | REFERENCES   |
|---|---|--|
| <b>1.4 Programs for Students With Moderate to Severe Intellectual Impairments</b>   |   |  |
| 1.4.1 CASP-I Education Program: A Competency-Based Approach to Social Participation – Elementary- and Secondary-Level of Instruction  |   |  |
| <p>School service centres and school boards that exempt elementary- and secondary-school students aged 6 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> <ul style="list-style-type: none"> <li>• CASP-I Education Program: A Competency-Based Approach to Social Participation</li> </ul>                 | <p>This education program and detailed information on implementing it are available on the Ministère’s website.</p> | <p>BSR, s. 23.2</p> <p>BSR, Schedule II</p> <p><a href="#">CASP-1 Education Program: A Competency-Based Approach to Social Participation</a></p>   |
| 1.4.2 Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School  |   |  |
| <p>School service centres and 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 programs of study established by the Minister:</p> <ul style="list-style-type: none"> <li>• <i>Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School</i></li> </ul> | <p>This education program and detailed information on implementing it are available on the Ministère’s website.</p> | <p>BSR, s. 23.2</p> <p>BSR, Schedule II</p> <p><a href="#">Adapted programs of study– Challenges: An educational approach that facilitates social integration – Secondary School</a></p> |
| <b>1.5 Education Program for Students With a Profound Intellectual Impairment</b>   |   |  |
| <p>School service centres and school boards that exempt elementary- and secondary-school 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, established by the Minister. This program is for students aged 4 to 21.</p>   | <p>This education program and detailed information on implementing it are available on the Ministère’s website.</p> | <p>BSR, s. 23.2</p> <p>BSR, Schedule II</p> <p><a href="#">Education Program for Students With a Profound Intellectual Impairment</a></p>  |

| PROVISIONS  | ADDITIONAL INFORMATION  | REFERENCES   |
|---|---|--|
| <b>2 EVALUATION OF LEARNING AND THE PROVINCIAL REPORT CARD</b>  |   |  |
| <b>2.1 Provincial Report Card</b>   |   |  |
| <p>The report-card formats to be used are presented in Schedules IV to VII of the BSR.</p> <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 2022-2023 school year, with the result that, for certain subjects, a subject mark and group average will not be required to 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"> <li>• Ethics and Religious Culture</li> <li>• Second language</li> <li>• Physical Education and Health</li> <li>• Subjects in Arts Education: Drama, Visual Arts, Dance, Music</li> </ul> <p>At the secondary school level:</p> <ul style="list-style-type: none"> <li>• Subjects in Secondary I, II and III for which the number of hours of instruction set out in the BSR is 100 or less</li> </ul> <p>The following procedures must be followed:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• When the subject mark and group average for these subjects do not appear on the report card for one term, the final mark that appears on the final report card must be out of 100.</li> </ul> <p>Term 3, with a weighting of 60%, mainly involves marks from evaluations that the teacher has carried out since the end of Term 2. Where applicable, the evaluations at the end of the school year that cover the entire year's work for that subject may be included, as well as any compulsory examinations set by the school, school service centre or school board.</p> | <p>EA, s. 459</p> <p>BSR, ss. 30.3 and 34 as amended by the ABSR</p> |

| PROVISIONS | ADDITIONAL INFORMATION   | REFERENCES |
|------------|--|------------|
|            | <p>The Comments area in Section 2 of the report card (repeated for each subject) enables the teacher to enter, in addition to the subject mark, comments regarding the student’s strengths, challenges and progress.</p> <p>Furthermore, section 3 of the provincial report card must include, for Term 1 and Term 3, comments on two of the following four competencies: exercises critical judgment, organizes their work, communicates effectively, and works in a team.</p> <p>However, for the 2022-2023 school year, gradual-implementation procedures, which are still in effect, allow for the possibility of commenting on only one of the four competencies in the term considered to be the most appropriate.</p> <p>Furthermore, it must be remembered that section 29.2 of the BSR states that information is provided to the parents of vulnerable students at least once a month. This information is intended to foster collaboration between the parents and the school in addressing learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.</p> |            |

## 2.2 Possible Exemption From the Provisions Relating to Results on the Provincial Report Card

Section 30.4 of the BSR states that:

A school service centre 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.

In this case, the school service centre, 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.

BSR, s. 30.4

## 2.2.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Follow the Québec Education Program

The modification of outcomes with respect to the requirements of the QEP is an exceptional measure that aims to foster the development of QEP competencies by students who are unable to meet the QEP requirements for one or more school subjects.

In accordance with section 30.4 of the BSR, an exemption from the provisions relating to the results set forth in the BSR may be granted to students with handicaps, social maladjustments or learning disabilities, under the following conditions determined by the Minister:

- 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.
- The exemption from the provisions relating to results therefore applies to the subjects targeted by the student's individualized education plan.

The exemption applies to:

- the group average
- the weighting for the terms
- the obligation to use the Framework for the Evaluation of Learning
- the obligation to include the student's result for an examination set by the Minister in the student's final mark, as described in sections 30.3 and 34 of the BSR as amended by the ABSR for the 2022-2023 school year.

In the Comments area of section 2 of the report card, it must be indicated that the requirements of the QEP have been modified for this student.

- The student is not exempted from taking the subject, but only from the application of the provisions relating to results.
- The decision to modify the expectations for the student with regard to the requirements of the QEP involves a prior analysis of the subject or subjects concerned. 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. This decision must be reviewed periodically to ensure that it is still the best choice to help the student develop their competencies.
- 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 QEP requirements have been modified for this student.
- 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.
- In the Comments area for a subject in section 2 of the report card, information must be indicated regarding the modified requirements for the student. There must also be a comment on the report card indicating that the result refers to the student's progress based on the expected outcomes set in the student's individualized education plan.
- The results recorded in the student's provincial report card correspond to the expected outcomes set for the student in their individualized education plan and are expressed as percentages.
- The document entitled *Differentiated Instruction: Helping all students achieve educational success* serves as an aid to decision making, in particular when modifying expected outcomes with regard to QEP requirements.

EA, s.96.14

BSR, ss. 30.1, 30.2, 30.3\* and 30.4  
\*As amended by the ABSR

[\*Differentiated instruction - Helping all students achieve educational success\*](#)

2.2.2 Students Who Have an Intellectual Impairment and Who Are Enrolled in Another Ministerial Program of Study

**a) Students With a Moderate to Severe Intellectual Impairment**

For students who are taking one of the following ministerial programs of study:

- *CASP-I Education Program: A Competency-Based Approach to Social Participation*
- *Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School*

The information concerning the exemptions granted and the results to be entered in section 2 of the report card prescribed by the BSR can be found in the following schedules of these Annual Directives:

- Schedule II for the *CASP-I Education Program: A Competency-Based Approach to Social Participation*
- Schedule III for the *Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School*

**b) Students With a Profound Intellectual Impairment**

For students who are taking the following ministerial program:

- Education Program for Students With a Profound Intellectual Impairment

The information concerning the exemptions granted and the results to be entered in section 2 of the report card prescribed by the BSR can be found in Schedule IV to these Annual Directives:

- For the CASP-I Education Program, the information concerning evaluation is available in the Guide to the Evaluation of Learning.

BSR, ss. 30.1, 30.2, 30.3\* and 30.4  
\*As amended by the ABR

[CASP-1 Education Program: A Competency-Based Approach to Social Participation](#)

[Adapted programs of study– Challenges: An educational approach that facilitates social integration – Secondary School](#)

[Guide to the Evaluation of Learning: CASP-I Education Program](#)

BSR, ss. 30.1, 30.2, 30.3\* and 30.4  
\*As amended by the ABR

[Scales of Competency Levels – Education Program for Students with a Profound Intellectual Impairment](#)

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| 2.2.3 Students Enrolled in the Work-Oriented Training Path (WOTP)  |  |  |
| <p>For students enrolled in the Work-Oriented Training Path (WOTP):</p> <ul style="list-style-type: none"> <li>• <i>Prework Training Program (PTP)</i></li> <li>• <i>Training for a Semiskilled Trade (TST)</i></li> </ul> <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 in Schedule V to these Annual Directives.</p>   |  | <p>BSR, ss. 30.1, 30.2 and 30.3*<br/>*As amended by the ABSR</p> <p><a href="#">Frameworks for the Evaluation of Learning – Work-Oriented Training Path</a></p>  |
| 2.2.4 Students Receiving Special Welcoming Services and Support in Learning French   |  |  |
| <p>The modification of outcomes with regard to QEP requirements is a measure that aims to foster the development of QEP competencies by students. It may be applied for students whose French-language skills do not allow them, temporarily, to carry out all the learning in this language or to fully demonstrate it. It may also be considered for one or more other subjects as part of a multidisciplinary analysis process. This decision must be reviewed periodically to ensure that it is still the best choice to help the student develop their competencies.</p> <p>In accordance with section 30.4 of the BSR, school service centres may exempt students who are receiving special welcoming services and support in learning French from the provisions concerning student results, under the conditions determined by the Minister. This exemption applies to the subjects concerned, following the analysis process. The mark indicated in the student’s report card corresponds to the outcomes established for that student.</p> <p>The exemption applies to all of the following elements:</p> <ul style="list-style-type: none"> <li>• the group average as described in section 30.1 of the BSR</li> <li>• the weighting for the terms, as described in the second paragraph of section 30.2 of the BSR</li> <li>• the obligation to use the Framework for the Evaluation of Learning for subjects other than Intégration linguistique, scolaire et sociale (ILSS)</li> </ul> | <ul style="list-style-type: none"> <li>• This exemption applies to students who are receiving Special Welcoming Services and Support in Learning French, regardless of how these services are organized in the school.</li> <li>• If the exemption applies to one or more subjects, the Intégration linguistique, scolaire et sociale (in elementary or in secondary schools) program must be used.</li> <li>• The student is not exempted from taking the subject, but only from the application of the provisions relating to results.</li> <li>• In cases where the exemption is applied, a course code and name different from that of the regular course are used. This distinct course code signifies that QEP requirements have been modified for this student.</li> <li>• In subjects to which the exemption from the provisions concerning student results 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.</li> <li>• The proposed key regarding the rating scale to be used for exempted subjects other than Intégration linguistique, scolaire et sociale is provided in Schedule VI to these Annual Directives.</li> <li>• The results for subjects to which the exemption does not apply are expressed as percentages.</li> <li>• For the Intégration linguistique, scolaire et sociale programs in elementary and secondary schools, the <i>Paliers pour l’évaluation du français</i> documents (tools for evaluating French) are provided to teachers and serve as a reference when preparing report cards.</li> </ul> | <p>BSR, ss. 6, 7, 30.1, 30.2, 30.3* and 30.4</p> <p>*As amended by the ABSR</p> <p><a href="#">Differentiated instruction: Helping all students achieve educational success</a></p> <p><a href="#">Paliers pour l’évaluation du français – programme d’intégration linguistique, scolaire et sociale du secondaire</a></p> <p><a href="#">Cadre d’évaluation des apprentissages du programme d’intégration linguistique, scolaire et sociale – primaire</a></p> <p>Info-Sanction 21-22-02</p> <p><a href="#">Paliers pour l’évaluation du français – programme d’intégration linguistique, scolaire et sociale du secondaire</a></p> |

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| <ul style="list-style-type: none"> <li>the obligation to include the student’s result for an examination set by the Minister in the student’s final mark, as described in sections 30.3 and 34 of the BSR as amended by the ABSR for the 2022-2023 school year.</li> </ul>  |  | <a href="#">Cadre d’évaluation des apprentissages du programme d’intégration linguistique, scolaire et sociale – secondaire</a>                          |
| <b>3 EXAMINATIONS SET BY THE MINISTER</b>   |  |  |
| <b>3.1 Admission to examinations set by the Minister</b>  |  |  |
| <p>With regard to admission to a uniform examination, section 31 of the BSR stipulates:</p> <p>To be admitted to an examination set by the Minister, secondary students must have been legally enrolled in a school, and must have taken the corresponding program or received appropriate instruction at home following an exemption from school attendance in accordance with subparagraph 4 of the first paragraph of section 15 of the <i>Education Act</i> (chapter I-13.3). However, students exempted from taking the program because they have shown that they have achieved the objectives of that program by passing a compulsory examination set by the school or the school service centre may be admitted to an examination set by the Minister.</p> | <p>No student who has taken a program may be prevented from taking an examination set by the Minister because they have not attended a sufficient number of classes or because their school marks are too low.</p> | <p>EA, s. 231<br/>BSR, s. 31</p> <p><a href="#">Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</a></p> |



### 3.2 Compulsory examinations set by the Minister for studies leading to the awarding of a Secondary School Diploma (Secondary IV and Secondary V)

|  |   |   |
|--|---|---|
| <p>Compulsory examinations set by the Minister are administered in Secondary IV and V.</p> | <p>For the 2022-2023 school year, the compulsory examinations set by the Minister are:</p> <p><b>Secondary IV</b></p> <ul style="list-style-type: none"> <li>• History of Québec and Canada</li> <li>• Science and Technology or Applied Science and Technology             <ul style="list-style-type: none"> <li>– Theory component</li> </ul> </li> <li>• Mathematics (Science, Technical and Scientific or Cultural, Social and Technical option)             <ul style="list-style-type: none"> <li>– Mathematical reasoning</li> </ul> </li> </ul> <p><b>Secondary V</b></p> <ul style="list-style-type: none"> <li>• Français, langue d’enseignement             <ul style="list-style-type: none"> <li>– Écriture</li> </ul> </li> <li>• English Language Arts             <ul style="list-style-type: none"> <li>– Reading</li> <li>– Writing</li> </ul> </li> </ul> <p>English as a Second Language<br/>             Comprehension (enriched program)<br/>             Writing (core and enriched programs)<br/>             Verbal communication (core program)</p> <ul style="list-style-type: none"> <li>• Français, langue seconde             <ul style="list-style-type: none"> <li>Interaction orale (programme de base)</li> <li>Compréhension (programmes de base et enrichi)                 <ul style="list-style-type: none"> <li>– Écriture (programmes de base et enrichi)</li> </ul> </li> </ul> </li> </ul> | <p>EA, s. 463<br/>             BSR, s. 30.3*<br/>             *As amended by the ABSR</p> |
|--|---|---|

### 3.3 Compulsory examinations set by the Minister (Elementary 4, Elementary 6 and Secondary II)

Compulsory examinations set by the Minister are administered in Elementary 4, Elementary 6 and Secondary II.

For the 2022-2023 school year, the compulsory examinations set by the Minister are:

**Elementary 4**

- Français, langue d’enseignement
  - Lecture
  - Écriture

**Elementary 6**

- Français, langue d’enseignement
  - Lecture
  - Écriture
- English Language Arts
  - Reading
  - Writing
- Mathematics
  - Solution of a situational problem
  - Mathematical reasoning

**Secondary II**

- Français, langue d’enseignement
  - Écriture

EA, s. 463

BSR, s. 30.3\*

\*As amended by the ABSR

## 4 CERTIFICATIONS AND ATTESTATIONS

### 4.1 Attestation of Competencies for Adapted Programs of Study – Challenges: An educational approach that facilitates social integration, for Students With Moderate to Severe Intellectual Impairments

On the recommendation of the school service centre or 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:

- they have met the requirements of the programs that were taught

For this program established by the Minister, the requirements for issuing an attestation of competencies are as follows:

- Students must have completed at least 900 hours of training for all of the competencies under Section I – Basic Subjects.
- Students must have completed at least 1000 hours of training for both of the competencies under Section II – Social Integration.

For an attestation to be issued, a request must be submitted by email to the Direction de la sanction des études at [Sanction.DSE@education.gouv.qc.ca](mailto:Sanction.DSE@education.gouv.qc.ca). The request must contain the information indicated in section 2.2.3 of the *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*.

EA, s. 471

[\*Administrative Guide for the Certification of Studies and Management of Ministerial Examinations\*](#)

## 4.2 Attestation of Competencies for the Educational Program for Students With a Profound Intellectual Impairment

On the recommendation of the school service centre or 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:

- they have met the requirements of the programs that were taught

For this program established by the Minister, the requirements for issuing an attestation of competencies are as follows:

- 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.

For an attestation to be issued, a request must be submitted by email to the Direction de la sanction des études at [Sanction.DSE@education.gouv.qc.ca](mailto:Sanction.DSE@education.gouv.qc.ca). The request must contain the information indicated in section 2.2.3 of the *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*.

EA, s. 471

[Administrative Guide for the Certification of Studies and Management of Ministerial Examinations](#)

## 5 ADMISSION OF STUDENTS OVER THE AGE LIMIT

Beginning on the first day of the calendar for the 2022-2023 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:

- Secondary School Diploma
- Prework Training Certificate
- Training Certificate for a Semiskilled Trade
- Certificate in On-the-Job Training in a Recycling Facility

The rules for funding students over the age limit are found in the budget rules in the section entitled *Allocation de base pour les activités éducatives de la formation générale des jeunes* (base allocation for educational activities for general education in the youth sector).

BSR, s. 14

[Règles budgétaires de fonctionnement pour les années scolaires 2021-2022 à 2023-2024](#)

(Operating budget rules for the 2021-2022 to 2023-2024 school years)

## SCHEDULE I: SUBJECTS FOR WHICH THE MINISTER HAS ESTABLISHED A PROGRAM OF STUDY

### Secondary Cycle Two

#### General Education and Applied General Education Paths

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

|   |   |
|---|---|
| <b>Visual Arts and Multimedia</b><br>(168-394 or 668-394; 168-494 or 668-494;<br>168-594 or 668-594)<br>4 credits | Secondary III, IV and V   |
| <b>Dance and Multimedia</b><br>(172-394 or 672-394; 172-494 or 672-494;<br>172-594 or 672-594)<br>4 credits       | Secondary III, IV and V   |
| <b>Music and Multimedia</b><br>(169-394 or 669-394; 169-494 or 669-494;<br>169-594 or 669-594)<br>4 credits       | Secondary III, IV and V   |
| <b>Personal Orientation Project</b><br>(106-304 or 606-304; 106-404 or 606-404)<br>4 credits                      | Secondary III and IV, General Education Path and Applied General Education Path |
| <b>Entrepreneurship</b><br>(104-522 or 604-522; 104-524 or 604-524)<br>2 or 4 credits                             | Secondary III, IV and V, General Education Path                                 |
| <b>Exploration of Vocational Training</b><br>(198-402 or 698-402; 198-404 or 698-404)<br>2 or 4 credits           | Secondary III, IV and V, General Education Path                                 |
| <b>Cultural Geography</b><br>(092-594 or 592-594)<br>4 credits  | Secondary V   |
| <b>History of the 20th Century</b><br>(085-594 or 585-594)<br>4 credits   | Secondary V   |
| <b>Integrative Project</b><br>(102-502 or 602-502)<br>2 credits   | Secondary V, General Education Path and Applied General Education Path          |

## SCHEDULE II: INFORMATION CONCERNING THE MARKS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE CASP-I EDUCATION PROGRAM: A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION

Under section 30.4 of the Basic school regulation for preschool, elementary and secondary education (BSR), students who are enrolled in the CASP-I Education Program: A Competency-Based Approach to Social Participation are exempted from the application of the provisions in sections 30.1, 30.2 and 30.3 of the BSR pertaining to the results for each of the programs.

The school system is provided with the *Guide to the Evaluation of Learning* to support teachers in evaluating the competencies targeted in the CASP-I Education Program: A Competency-Based Approach to Social Participation and in implementing practices involving the transmission of information to parents.

The results recorded in section 2 of the report card must be expressed, in double-entry format, as follows:

Level of competency:

|   |              |
|---|--------------|
| 5 | Advanced     |
| 4 | Proficient   |
| 3 | Intermediate |
| 2 | Basic        |
| 1 | Emergent     |

Degree of support provided by an adult:

|   |                                   |
|---|-----------------------------------|
| A | No support from an adult          |
| B | Occasional support from an adult  |
| C | Frequent support from an adult    |
| D | Constant support to from an adult |

The scales of competency levels to be used in evaluating these competencies can be found in the [Guide to the Evaluation of Learning](#).

For the competency, Communicates, the teacher may qualify their assessment on the level of competency achieved by adding a + sign to the level that best matches the proficiency demonstrated by the student. By giving a 3+ rating, for example, the teacher is indicating that the student can communicate verbally with or without a communication support tool and can also understand and produce written messages. The assessment, recorded in the Observations section of the report card, is accompanied by comments that justify it.

The + sign is added to levels 3, 4 and 5 only for the competency, Communicates. It is an adaptation of the original model to ensure that the scale associated with this competency allows progress to be noted for students who have difficulty with the writing element but who continue to advance in the area of verbal communication.

The competencies to be evaluated each term are determined in the standards and procedures established by the school. The following procedures must be followed:

- For each term, the report card includes a result for at least two competencies.
- Over a period of two years, the report card includes at least two results for each competency.
- Every two years, when students complete elementary school or when they transfer to another program, the report card for the last term of the school year includes an indication of the student's level of development and the degree to which support from an adult is required for each of the program's competencies.

**SCHEDULE III: INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD  
PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN ADAPTED PROGRAMS OF STUDY – CHALLENGES: AN EDUCATIONAL APPROACH THAT  
FACILITATES SOCIAL INTEGRATION – SECONDARY SCHOOL**

Under section 30.4 of the *Basic school regulation for preschool, elementary and secondary education* (BSR), students who are enrolled in the CASP-I Education Program: A Competency-Based Approach to Social Participation are exempted from the application of the provisions in sections 30.1, 30.2 and 30.3 of the BSR pertaining to the results for each of the programs.

The results recorded in section 2 of the report card must be expressed as a letter grade rating using the following key:

|   |  |
|---|--|
| A | The student meets the requirements set for them very well. |
| B | The student meets the requirements set for them.           |
| C | The student partially meets the requirements set for them. |
| D | The student does not meet the requirements set for them.   |

The results to be communicated each term are determined in the standards and procedures established by the school.

## SCHEDULE IV: INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE EDUCATION PROGRAM FOR STUDENTS WITH A PROFOUND INTELLECTUAL IMPAIRMENT

### Report card

Students enrolled in the Education Program for Students With a Profound Intellectual Impairment are exempted from the application of the provisions in sections 30.1, 30.2 and 30.3 of the Basic school regulation for preschool, elementary and secondary education (BSR) pertaining to results. The results recorded in section 2 of the report card must be expressed as a letter grade rating using the following key:

|   |  |
|---|--|
| A | The student meets the requirements set for them very well. |
| B | The student meets the requirements set for them.           |
| C | The student partially meets the requirements set for them. |
| D | The student does not meet the requirements set for them.   |

The results to be communicated each term are determined in the standards and procedures established by the school.

### Record of learning

With regard to the record of learning, the results relating to the levels of competency development, as recorded in section 2 of the record card prescribed by the BSR, must be expressed using the following rating scale:

|   |   |
|---|---|
| 4 | The student demonstrates thorough competency development.     |
| 3 | The student demonstrates intermediate competency development. |
| 2 | The student demonstrates moderate competency development.     |
| 1 | The student demonstrates emergent competency development.     |

The record of learning is established at the times set out in the document [Scales of Competency Levels– Education Program for Students with a Profound Intellectual Impairment](#).



## SCHEDULE V: INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE WORK-ORIENTED TRAINING PATH (WOTP)

Under section 30.4 of the *Basic school regulation for preschool, elementary and secondary education* (BSR), students who are enrolled in the Students enrolled in the Work-Oriented Training Path are exempted from the application of the provisions in sections 30.1, 30.2 and 30.3 of the BSR pertaining to results.

### For students enrolled in the Prework Training Program

The exemption applies to:

- the group average as described in section 30.1 of the BSR
- the weighting for each term and the expression of marks as percentages, as provided for under section 30.2 of the BSR

The results recorded in section 2 of the report card prescribed by the BSR must be expressed as a letter grade using the following rating scale:

|   |  |
|---|--|
| A | The student meets the requirements set for them very well. |
| B | The student meets the requirements set for them.           |
| C | The student partially meets the requirements set for them. |
| D | The student does not meet the requirements set for them.   |

In the case of subjects that will not be taught the following year, the final result on the end-of-year report card must be expressed using the following rating scale:

|   |   |
|---|---|
| A | The student meets the program requirements very well. |
| B | The student meets the program requirements.           |
| C | The student partially meets the program requirements. |
| D | The student does not meet the program requirements.   |

In both cases, the results are based on the Framework for the Evaluation of Learning for the Work-Oriented Training Path established by the Minister for each program of study. A pass mark in a given subject corresponds to a rating of A or B. 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 subjects that will be taught the following year.

### For students enrolled in Training for a Semiskilled Trade:

The exemption applies to:

- the group average as described in section 30.1 of the BSR
- the obligation to include the student's final result for the Secondary II examination in Français, langue d'enseignement, Écriture , set by the Minister, in keeping with section 30.3 of the BSR

The results recorded in the student's report card are expressed in percentages. The results are based the Framework for the Evaluation of Learning for the Work-Oriented Training Path, for the programs of study established by the Minister.

## SCHEDULE VI: 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. |

Note: The key presented refers to the expectations established for the student.

