

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

2011-2012 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

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GENERAL EDUCATION IN THE YOUTH SECTOR

2011-2012 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

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2011-2012 school year

ABBREVIATIONS

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

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

BSR: *Basic school regulation for preschool, elementary and secondary education (R.R.Q., c. I-13.3, r.8, Amended by Order in Council 712-2010, 20 August 2010, Gazette officielle du Québec, Part 2, 8 September, 2010, p. 2545).*

RDLS: *Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education (R.R.Q., I-13.3, r.5).*

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The purpose of the 2011-2012 Directives is to inform the school boards and private schools of decisions made by the Minister of Education, Recreation and Sports for the 2011-2012 school year under the *Basic school regulation for preschool, elementary and secondary education* and the *Education Act*.

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
1. DEPARTURES FROM THE LIST OF SUBJECTS		
1.1 Departures Authorized by School Boards and Private Schools		
<p>School boards and private schools that grant departures from the list of subjects by virtue of the <i>Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education</i> (RDLS), for the purpose of carrying out a special school project applicable to a group of students, must send the information required under section 3 (at the beginning of the project) and section 5 (at the end of the project) in writing to the Minister.</p> <p>In accordance with the regulatory provisions, school boards may grant a departure from the list of subjects to facilitate the transition to vocational training of students who are 16 years of age or older.</p>	<p>The form in Schedule 1 should be used to forward the information required under section 3.</p> <p>The information required under sections 3 and 5 must be sent to the following address:</p> <p style="text-align: center;">Ministère de l'Éducation, du Loisir et du Sport Direction générale des services à l'enseignement 1035, rue De La Chevrotière, 15^e étage Québec (Québec) G1R 5A5</p>	<p>EA, ss. 222 and 459 APE, s. 30 RDLS Schedule 1: Information for the Minister on Departures From the Lists of Subjects Authorized by the School Board or Private School</p> <p>EA, ss. 222 and 459</p>
2. LOCAL AND MINISTERIAL PROGRAMS		
2.1 Approval of Local Programs of Five Credits or More		
<p>A local program of five credits or more must be authorized by the Minister.</p>	<p>The school board or private school must submit the request to the Ministère de l'Éducation, du Loisir et du Sport (MELS) on Form 50-1 (Schedule 2) and attach two copies of the program so that MELS may examine it and determine the number of credits it shall be assigned.</p>	<p>EA, ss. 96.16 and 463 APE, s. 33 BSR, s. 25 Schedule 2: Form 50-1</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	<p>The request must be sent to the following address:</p> <p>Ministère de l'Éducation, du Loisir et du Sport Direction générale des services à l'enseignement 1035, rue De La Chevrotière, 17^e étage Québec (Québec) G1R 5A5</p>	
<p>2.2 List of Elective Subjects for Which the Minister Establishes Programs of Study</p> <p>The Minister determines the list of elective subjects for which she establishes a program of study as well as the number of credits assigned to each of these subjects.</p>	<p>Schedule 3 contains a list of these elective subjects.</p>	<p>EA, s. 463 Schedule 3: List of Elective Subjects for Which the Minister Establishes the Programs of Study</p>
<p>2.3 Students Receiving Special Welcoming Services or Special French-Language Instructional Services</p> <p>School boards may exempt from the application of the provisions concerning the subject-time allocation students who are registered in welcoming classes and services providing assistance in learning French and who require services related to their linguistic, social and educational integration. In these cases, the school board must use the following programs of study approved by the Minister:</p> <ul style="list-style-type: none"> • at the elementary level: <i>Français, accueil</i> • at the secondary level: <i>Intégration linguistique, scolaire et sociale</i> <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>Français, accueil</i> (elementary) or <i>Intégration linguistique, scolaire et sociale</i> (secondary) 65 per cent 	<p>Preschool Program</p> <p>Students receiving welcoming services and French-language instructional services take the Preschool Education program.</p>	<p>BSR, ss. 7; 23.2, para. 3</p> <p>BSR, ss. 7; 15; 23.2</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<ul style="list-style-type: none"> • Mathematics 20 per cent • Other subjects 15 per cent <p>In the case of students directly integrated into regular classes with support measures, and exempted from the subject-time allocation, the school board can replace the periods allotted to French, language of instruction, with periods allotted to <i>Français d'accueil</i> or <i>Intégration linguistique, scolaire et sociale</i>.</p> <p>2.4 Elementary- and Secondary-Level Programs of Study: Compulsory Content</p> <p>Under the powers conferred upon the Minister by section 461 of the <i>Education Act</i>, the Minister modified the programs of study that she had set for the teaching of compulsory elementary- and secondary-level subjects by adding information on students' progression of learning, except for the following programs: Personal Orientation Project, Exploration of Vocational Training and Entrepreneurship.</p> <p>2.5 Integrative Project</p> <p>Beginning in 2011-2012, the Integrative Project program will cease to be compulsory and will become optional if the draft regulation to amend the <i>Basic school regulation for preschool, elementary and secondary education</i>, published in the <i>Gazette officielle du Québec</i> on June 1, 2011, is enacted by the government after the public consultation period of 45 days.</p>	<p>The progression of learning documents for elementary- and secondary-level programs of study are available on the MELS Web site.</p> <p>The progression of learning documents for each program of study set out knowledge students must acquire and be able to use each year. These documents modify the programs of study by complementing them.</p>	<p>EA, s. 461</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>3. EVALUATION OF LEARNING AND PROVINCIAL REPORT CARD</p>		
<p>3.1 Provincial Report Card</p>		
<p>As of July 1, 2011, a provincial report card will be used in all schools in Québec.</p> <p>Specific forms are provided for the new provincial report card for preschool, elementary and secondary education, respectively. The report cards must include the information set forth in the BSR and be in the prescribed form.</p> <p>Gradual implementation procedures with regard to the rules for the evaluation of learning for certain subjects have been planned for the 2011-2012 school year.</p>	<p>The provincial report card will be issued for three terms. For each term, the report card must contain a subject mark for each subject taught and the group average.</p> <p>For the 2011-2012 school year, this provision may, however, be implemented gradually 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 happen when there have been an insufficient number of evaluations of learning 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, III for which the number of hours of instruction set forth in the <i>Basic school regulation</i> is 100 or less. 	

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	<p>For gradual application, the following procedures must be followed:</p> <ul style="list-style-type: none"> • The procedures that apply to the report card for Term 1 or Term 2, in accordance with the evaluation standards and procedures established by the school. • 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. <p>The weighting for Term 3 (60%) involves the evaluations of learning that the teacher has carried out since the end of Term 2. It may also include, where applicable, the evaluations carried out at the end of the school year that cover the entire year's work for that subject.</p> <p>Furthermore, Section 3 of the provincial report card must include, in Terms 1 and 3, comments on two of the following four competencies: exercises critical judgment, organizes his/her work, communicates effectively, and works in a team.</p> <p>However, for the 2011-2012 school year, a gradual application procedure allows for the possibility of commenting on only one of the four competencies in the term considered to be the most appropriate.</p>	
<p>3.2 Possible Exemption From the Provisions Relating to Results in the Provincial Report Card</p>		
<p>The <i>Basic school regulation</i> that will come into force on July 1, 2011 states that, "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>BSR, ss. 30.1; 30.2; 30.3 and 30.4</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>The school board may, in the students' interest and further to the recommendation of the school principal, exempt handicapped students or students with social maladjustments or learning disabilities from the application of the provisions relating to results in section 2 of the report card prescribed by the <i>Basic school regulation</i>. The following are the categories of students with handicaps, social maladjustments or learning disabilities who are eligible for this exemption.</p> <p>3.2.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Integrated into Regular Classes at the Elementary or Secondary Education Levels</p> <p>An exemption from the provisions relating to section 2 of the report card prescribed by the <i>Basic school regulation</i> may be granted to students with handicaps, social maladjustments or learning disabilities who are integrated into regular classes, under the following conditions:</p> <ul style="list-style-type: none"> • The student has previously benefitted from regular targeted interventions by his or her teacher and one or more specialists. • Despite these interventions by the teacher and specialist, the student's individualized education plan states that he or she is incapable of meeting the requirements of the programs of study applied to the other students in his or her group and, consequently, these requirements must be adapted for him or her. <p>The exemption applies to the:</p> <ul style="list-style-type: none"> • group average, as described in section 30.1 of the BSR • weighting, as described in the second paragraph of section 30.2 		
<ul style="list-style-type: none"> • obligation to use the framework for evaluation, as described in the third 	<p>The marks entered on these students' report cards are expressed as percentages.</p>	

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES								
<p>paragraph of section 30.2</p> <ul style="list-style-type: none"> obligation to include the student's result for an examination set by the Minister (20%) in the student's final mark, as described in section 30.3 of the BSR <p>In the Comments area of Section 2 of the report card, it must be indicated that the requirements of the programs of study have been adapted for this student.</p> <p>3.2.2 Students Enrolled in a Special Class</p> <p>In elementary school</p> <p>For students who attend a special class and whose individualized education plan states that the requirements of the programs of study have been adapted for him or her, the exemption applies to:</p> <ul style="list-style-type: none"> all the provisions of sections 30.1, 30.2 and 30.3 of the BSR <p>The results recorded in section 2 of the report card prescribed by the BSR must be expressed in the following form:</p> <table border="1" data-bbox="204 989 1158 1187"> <tbody> <tr> <td>A</td> <td>The student meets the requirements set for him or her very well.</td> </tr> <tr> <td>B</td> <td>The student meets the requirements set for him or her.</td> </tr> <tr> <td>C</td> <td>The student partially meets the requirements set for him or her.</td> </tr> <tr> <td>D</td> <td>The student does not meet the requirements set for him or her.</td> </tr> </tbody> </table>	A	The student meets the requirements set for him or her very well.	B	The student meets the requirements set for him or her.	C	The student partially meets the requirements set for him or her.	D	The student does not meet the requirements set for him or her.	<p>No group averages are entered on these students' report cards.</p>	
A	The student meets the requirements set for him or her very well.									
B	The student meets the requirements set for him or her.									
C	The student partially meets the requirements set for him or her.									
D	The student does not meet the requirements set for him or her.									
<p>In secondary school</p>										

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>For students who attend a special class within the framework of an individualized path, the exemption applies to the:</p> <ul style="list-style-type: none"> • group average, as described in section 30.1 of the BSR • weighting, as described in the second paragraph of section 30.2 • obligation to use the framework for evaluation, as described in the third paragraph of section 30.2 • obligation to include the student's result for an examination set by the Minister (20%) in the student's final mark, as described in section 30.3 of the BSR <p>In the Comments area of section 2 of the report card, it must be indicated that the requirements of the programs of study have been adapted for this student.</p> <p>Students with a profound intellectual impairment</p> <p>For students who attend a special class and are in the ministerial Program for Students With a Profound Intellectual Impairment, the exemption applies to:</p> <ul style="list-style-type: none"> • all the provisions of sections 30.1, 30.2 and 30.3 of the BSR <p>The results recorded in section 2 of the report card prescribed by the BSR must be expressed in the following form:</p> <ul style="list-style-type: none"> • the student's report card contains two results, one of which reflects the student's success level and is expressed as a rating in accordance with the following key: 	<p>The marks entered on these students' report cards are expressed as percentages.</p> <p>No group averages are entered on these students' report cards.</p>	

PROVISIONS		ADDITIONAL INFORMATION	REFERENCES
A	The student demonstrates thorough competency development.		
B	The student demonstrates intermediate competency development.		
C	The student demonstrates moderate competency development.		
D	The student demonstrates emergent competency development.		
<ul style="list-style-type: none"> the other result reflects the student's progress in relation to the expectations set in his or her individualized education plan and is expressed as a number in accordance with the following key: 			
1	The student meets the requirements set for him or her very well.		
2	The student meets the requirements set for him or her.		
3	The student partially meets the requirements set for him or her.		
4	The student does not meet the requirements set for him or her.		
<p>Students with moderate to severe intellectual impairments</p> <p>For students who attend a special class and are in the ministerial programs for students with moderate or severe intellectual impairments, the exemption applies to:</p> <ul style="list-style-type: none"> all the provisions of sections 30.1, 30.2 and 30.3 of the BSR <p>The results recorded in section 2 of the report card prescribed by the BSR must be expressed in the following form:</p>			

PROVISIONS		ADDITIONAL INFORMATION	REFERENCES								
A	The student meets the requirements set for him or her very well.										
B	The student meets the requirements set for him or her.										
C	The student partially meets the requirements set for him or her.										
D	The student does not meet the requirements set for him or her.										
<p>3.2.3 Students Enrolled in a Work-Oriented Training Path</p> <p>Students enrolled in Prework Training</p> <p>The exemption for these students applies to:</p> <ul style="list-style-type: none"> all the provisions of sections 30.1, 30.2 and 30.3 of the BSR <p>The results recorded in section 2 of the report card prescribed by the BSR must be expressed in the following form:</p> <table border="1"> <tr> <td style="text-align: center;">A</td> <td>The student meets the requirements set for him or her very well.</td> </tr> <tr> <td style="text-align: center;">B</td> <td>The student meets the requirements set for him or her.</td> </tr> <tr> <td style="text-align: center;">C</td> <td>The student partially meets the requirements set for him or her.</td> </tr> <tr> <td style="text-align: center;">D</td> <td>The student does not meet the requirements set for him or her.</td> </tr> </table> <p>If it is for a subject that will no longer be taught in the subsequent year, the final result in the last report card of the school year is communicated using a rating in accordance with the following key:</p>		A	The student meets the requirements set for him or her very well.	B	The student meets the requirements set for him or her.	C	The student partially meets the requirements set for him or her.	D	The student does not meet the requirements set for him or her.		
A	The student meets the requirements set for him or her very well.										
B	The student meets the requirements set for him or her.										
C	The student partially meets the requirements set for him or her.										
D	The student does not meet the requirements set for him or her.										

PROVISIONS		ADDITIONAL INFORMATION	REFERENCES
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		
<p>The results are based on the frameworks for the evaluation of learning for the programs of study set by the Minister, if applicable.</p> <p>Students enrolled in Training for a Semiskilled Trade</p> <p>The exemption for these students applies to the:</p> <ul style="list-style-type: none"> • group average, as described in section 30.1 of the BSR • obligation to include the student's result for an examination set by the Minister (20%) in the student's final mark, as described in section 30.3 of the BSR <p>3.2.4 Students Receiving Special Welcoming Services or Special French-Language Instructional Services</p> <p>The exemption applies to the:</p> <ul style="list-style-type: none"> • group average, as described in section 30.1 of the BSR • weighting, as described in the second paragraph of section 30.2 • obligation to include the student's result for an examination set by the Minister (20%) in the student's final mark, as described in section 30.3 of the BSR 		<p>The marks entered on these students' report cards are expressed as percentages.</p> <p>No group averages are entered on these students' report cards.</p> <p>For the <i>Intégration linguistique, scolaire et sociale</i> program in secondary school, a tool for evaluating French is provided to teachers and serves as a reference in producing report cards. This tool suggests common guidelines to promote a more uniform evaluation.</p>	

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES								
<p>The results recorded in the elementary or secondary school student’s report card are expressed as a rating. This rating reflects the student’s learning progress in accordance with the following key:</p> <table border="1" data-bbox="198 451 1158 646"> <tr> <td>A</td> <td>Exceeds the requirements</td> </tr> <tr> <td>B</td> <td>Clearly meets the requirements</td> </tr> <tr> <td>C</td> <td>Barely meets the requirements</td> </tr> <tr> <td>D</td> <td>Does not meet the requirements</td> </tr> </table> <p>When the school principal decides that the student has completed his or her program, in accordance with the academic path indicated in section 5 of the report card, the results of the last term completed are recorded in the Final Mark column.</p> <p>3.3 Operations on a Semester Basis</p> <p>“Operating on a semester basis” is a way of organizing courses whereby the teaching of a subject is concentrated in a shorter period of time than that prescribed in the school calendar.</p>	A	Exceeds the requirements	B	Clearly meets the requirements	C	Barely meets the requirements	D	Does not meet the requirements	<p>Schools wishing to operate on a semester basis for one or more subjects may ask their school board to authorize a departure from a provision of the BSR to make it possible to carry out a special school project applicable to a group of students. This departure will exempt the school from having to issue report cards at the end of each of the three terms, as set forth in the BSR, and from the weighting given for each of these terms.</p>	<p>EA, s. 222</p>
A	Exceeds the requirements									
B	Clearly meets the requirements									
C	Barely meets the requirements									
D	Does not meet the requirements									

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>4. ADMISSION TO UNIFORM EXAMINATIONS AND CERTIFICATION</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>4.1 Examination Sessions</p> <p>MELS holds three examination sessions each year for the examinations set by the Minister for the certification of studies: in January, June and August.</p> <p>The dates and times for the uniform and compulsory examinations must be strictly observed. Only the Minister may authorize a change to the schedule.</p> <p>4.2 Compulsory Examinations</p> <p>There are compulsory examinations in Elementary 4, Elementary 6 and Secondary II. The <i>Basic school regulation</i> that will come into force on July 1, 2011 states that a student's result on a compulsory examination set by the Minister shall count for 20% of that student's final result.</p> <p>The examinations set by the Minister are compulsory for all schools. The schools, including those that carry out a special school project, must take the students' results on these examinations into account when calculating their final results.</p>	<p>Measures that adapt the conditions for administering ministerial examinations can be established for students with specific needs, in accordance with the conditions set out in Chapter 5 of the <i>Administrative Manual for the Certification of Secondary School Studies</i>.</p> <p>For the 2011-2012 school year, the compulsory examinations are:</p> <p>Elementary 4:</p> <ul style="list-style-type: none"> • Français, langue d'enseignement <p>Elementary 6:</p> <ul style="list-style-type: none"> • Français, langue d'enseignement, or English Language Arts • Mathematics <p>Secondary II:</p> <ul style="list-style-type: none"> • Français, langue d'enseignement 	<p>EA, ss. 208 and 231 BSR, s. 31</p> <p>EA, ss. 231 and 470 Schedule 4: Schedule for the January 2012 Examination Session</p> <p><i>Administrative Manual for the Certification of Secondary School Studies</i>, section 5.2 <i>Info/Sanction</i>, no. 09-10-021</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>4.3 Certificate in On-the-Job Training in a Recycling Facility</p> <p>A Certificate in On-the-Job Training in a Recycling Facility may be awarded by the Minister to students who have successfully completed this training.</p> <p>Any school board that wishes the Minister 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 its Centre de formation en entreprise et récupération.</p>		EA, s. 223
<p>4.4 Attestation of Competencies for Adapted Programs of Study for Students with Moderate to Severe Intellectual Impairments</p> <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 		EA, s. 471
<p>4.5 Attestation of Competencies for Educational Programs for Students with a Profound Intellectual Impairment</p> <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 		EA, s. 471

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>In the third year of prework training, a student may take the 375 hours of preparation for a semiskilled trade out of the prescribed time for the work skills program, if he or she meets the following conditions:</p> <ul style="list-style-type: none"> • has successfully completed the work skills program in the second year of his or her training • meets the special requirements established by the Minister for admission to the program leading to the semiskilled trade • meets the requirements of the language of instruction and mathematics programs in the prework training program 		
<p>6. STUDENTS WITH IMPAIRMENTS: PROGRAMS</p>		
<p>6.1 Students With Moderate to Severe Intellectual Impairments</p>		
<p>6.1.1 Preschool Program</p> <p>The program of preschool activities is offered to all students, including those with moderate to severe intellectual impairments.</p>		<p>EA, s. 461</p>
<p>6.1.2 Elementary School Programs</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the <i>Basic school regulation</i>) from the application of the provisions concerning the subject-time allocation must use the following adapted programs of study:</p> <ul style="list-style-type: none"> • Français, Mathématique and Sciences humaines • Language for Life, Mathematics and Social Studies 	<p>These adapted programs of study are available on the MELS Web site. It should be noted that they may be used for other students with handicaps (e.g. students with pervasive developmental disorders) if these students also have moderate to severe intellectual impairments.</p>	<p>BSR, s. 23.2 and Schedule II</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>6.1.3 Secondary School Programs</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the <i>Basic school regulation</i>) from the application of the provisions concerning the subject-time allocation must offer students aged 13 to 15 the adapted <i>Programmes d'études adaptés avec compétences transférables essentielles</i> (PACTE) (available in French only). Students aged 16 to 21 must be offered the adapted program <i>Démarche éducative favorisant l'intégration sociale</i> (DEFIS) or the adapted program <i>Challenges: An Educational Approach That Facilitates Integration</i> (CHALLENGES).</p> <p>Confessional Religious and Moral Instruction or Moral Education, listed in section 2.2.1 of the CHALLENGES program shall no longer be taught.</p>	<p>These adapted programs of study are available on the MELS Web site. It should be noted that they may be used for other students with handicaps (e.g. students with pervasive developmental disorders) if these students also have moderate to severe intellectual impairments.</p>	<p>BSR, s. 23.2 and Schedule II</p>
<p>6.2 Students with Profound Intellectual Impairments</p> <p>School boards that wish to exempt students with profound intellectual impairments (within the meaning of section 2 of Schedule II to the <i>Basic school regulation</i>) from the application of the provisions concerning the subject-time allocations for elementary and secondary school must offer these students the <i>Programme éducatif destiné aux élèves ayant une déficience intellectuelle profonde</i> (2011 edition) or its English equivalent, the <i>Education Program for Students With a Profound Intellectual Impairment</i>, 2011 edition. This program is aimed at students who are 4 to 21 years of age.</p>	<p>This program of study is available on the Web site of the Direction de l'adaptation scolaire of MELS. It should be noted that it may be used for other students with handicaps (e.g. students with pervasive developmental disorders) if these students also have a profound intellectual impairment within the meaning of the <i>Basic school regulation</i>.</p>	<p>BSR, s. 23.2 and Schedule II</p>
<p>7. ADMISSION OF STUDENTS OVER THE AGE LIMIT</p>		
<p>Any person to whom section 14 of the <i>Basic school regulation</i> applies may, beginning on the first day of the calendar for the 2011-2012 school year, receive educational services provided in a school if he or she is likely to fulfill the requirements set by the <i>Basic school regulation</i> for obtaining, during this</p>	<p>The section of the budgetary rules pertaining to students over the age limit contains the procedure for funding this measure.</p>	<p>BSR, s. 14</p> <p>The budgetary rules of the school boards on the</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>school year, one of the following:</p> <ul style="list-style-type: none"> • Secondary School Diploma • Pework Training Certificate • Training Certificate for a Semiskilled Trade • Certificate in Life Skills and Work Skills Education (Youth Sector) • Certificate in On-the-Job Training in a Recycling Facility <p>Any person to whom section 14 of the <i>Basic school regulation</i> applies may also receive educational services in a school if he or she has been admitted to a vocational training program without obtaining the general education credits required as prerequisites for the program.</p>		<p>MELS Web site: http://www.mels.gouv.qc.ca/dgfe/Regles/reg_cs/regles.html</p>
<p>8. PROVISIONAL BRIDGE FROM SEMISKILLED TRADES TO CERTAIN VOCATIONAL TRAINING PROGRAMS</p>		
	<p>It should be noted that the <i>Information document on the services and programs of study provided under Vocational Training 2011-2012</i> states that, for 2011-2012, the Minister has approved a provisional bridge that allows holders of a Training Certificate for a Semiskilled Trade (TCST) to be admitted to certain programs of study leading to a Diploma of Vocational Studies (DVS).</p>	

Schedule 1 Information for the Minister on Departures From the Lists of Subjects Authorized by the School Board or Private School

- Form¹ to provide the Minister with information on departures from the list of subjects offered by a school board or private school
- Departures from the list of subjects for a special school project facilitating the transition to vocational training of students 16 years of age and older
- Please return to MELS, before November 30, 2011, at the following address: claudio.moisan@mels.gouv.qc.ca

Name of school board or private school: _____

Signature of the director general: _____

For further information, please telephone Claude Moisan, in charge of the Basic school regulation at the Direction du secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire of MELS, at 418-643-3810, extension 3681, or send him an e-mail at this address: claudio.moisan@mels.gouv.qc.ca.

School	Title of project and brief description	Type of request for authorization	Request		Subject(s) removed	Duration of project Year(s) concerned
			1st	2nd or subsequent		
			<i>Mark an "X"</i>			
		Facilitates the transition to vocational training of students 16 years of age and older	()	()		
Objectives and needs met by the project:						
		Facilitates the transition to vocational training of students 16 years of age and older	()	()		
Objectives and needs met by the project:						

¹ This form is available at the regional offices of the Ministère de l'Éducation, du Loisir et du Sport.

SCHEDULE 2 LOCAL PROGRAMS OF FIVE CREDITS OR MORE

REQUEST FOR AUTHORIZATION

FORM 50-1

SUBJECT OF THE REQUEST
Local programs of five credits or more

Schools that wish to implement a local program of study of five credits or more in the context of a special school project in Arts Education must use [form 50-1-B](#).¹

REGIONAL OFFICE	ADMINISTRATIVE REGION
SCHOOL BOARD OR SCHOOL	INSTITUTION CODE
DELEGATION RESOLUTION OR BY-LAW NUMBER	
PERSON IN CHARGE OF FILE	TELEPHONE
SIGNATURE OF THE DIRECTOR GENERAL OF THE SCHOOL BOARD	DATE
RETURN TO THE REGIONAL OFFICE	DATE
DOES PROGRAM IMPLEMENTATION REQUIRE AUTHORIZATION FOR DEPARTURE FROM THE LIST OF SUBJECTS? IF SO, ATTACH THE FORM REQUESTING AUTHORIZATION FOR DEPARTURE FROM THE LIST OF SUBJECTS FOR A SPECIAL SCHOOL PROJECT APPLICABLE TO A GROUP OF STUDENTS.	

I General information on the program

Name of school	
Title of program	
Number of hours per year	
Number of credits assigned to the program	

¹ Form 50-1-B can be found at the following address: <http://www.mels.gouv.qc.ca/sections/formationArts/index.asp?page=formDoc> (available in French only).

Students concerned

Secondary I

Secondary II

Secondary III

Secondary IV

Secondary V

Other information

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

SCHEDULE 3 LIST OF ELECTIVE SUBJECTS FOR WHICH THE MINISTER ESTABLISHES THE PROGRAMS OF STUDY

Secondary Cycle Two

General Education and Applied General Education Paths

Science and the Environment (058-402 or 558-402) 2 credits	Secondary IV, Applied General Education Path
Environmental Science and Technology (058-404 or 558-404) 4 credits	Secondary IV, General Education Path
Physics (053-504 or 553-504) 4 credits	Secondary V
Chemistry (051-504 or 551-504) 4 credits	Secondary V

The programs General Biology, Geology and Tools and Methods of Science can no longer be used.

Drama (170-404 or 670-404; 170-504 or 670-504) 4 credits	Cycle Two
Visual Arts (168-404 or 668-404; 168-504 or 668-504) 4 credits	Cycle Two
Dance (172-404 or 672-404; 172-504 or 672-504) 4 credits	Cycle Two
Music (169-404 or 669-404; 169-504 or 669-504) 4 credits	Cycle Two
Drama and Multimedia (170-494 or 670-494; 170-594 or 670-594) 4 credits	Cycle Two
Visual Arts and Multimedia (168-494 or 668-494; 168-594 or 668-594) 4 credits	Cycle Two
Dance and Multimedia (172-494 or 672-494; 172-594 or 672-594) 4 credits	Cycle Two
Music and Multimedia (169-494 or 669-494; 169-594 or 669-594) 4 credits	Cycle Two

Spanish as a Third Language

(141-304 or 641-304; 141-404 or 641-404;
141-504 or 641-504)

4 credits

The Spanish program has been developed for use in Secondary III, IV and V. Four credits are assigned for each year.

Personal Orientation Project

(106-304 or 606-304; 106-404 or 606-404)

4 credits

Compulsory subject in Secondary III of the Applied General Education Path. It may also be offered as an elective in Secondary III of the General Education Path.

Elective subject that must be offered in Secondary IV of the Applied General Education Path and may also be offered in the General Education Path during the three years of Cycle Two and in Secondary V of the Applied General Education Path.

Students who take the compulsory Personal Orientation Project program in Secondary III can obtain credits for the Secondary IV elective program (106-404 or 606-404) if they meet the requirements (*Info/Sanction*, no. 520). The differences between the two programs are explained on the MELS Web site:

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

Introduction to Entrepreneurship

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

2 or 4 credits

Elective subject that must be offered in Secondary IV and V of the Applied General Education Path and may also be offered in the General Education Path during the three years of Cycle Two.

Exploration of Vocational Training

(198-402 or 698-402; 198-404 or 698-404)

2 or 4 credits

Elective subject that must be offered in Secondary IV and V of the Applied General Education Path and may also be offered in the General Education Path during the three years of Cycle Two.

Geographic Organization of the Modern World

(092-534 and 592-534)

4 credits

This program approved in 1986 may still be offered to students in 2011-2012. It will be replaced by a new elective geography program in 2012-2013.

The 20th Century: History and Civilizations

(085-534 and 585-534)

4 credits

This program approved in 1988 may be offered to students in 2011-2012. It will be replaced by a new elective history program in 2012-2013.

Integrative Project

2 credits

This program may be offered to students in Secondary V.

SCHEDULE FOR THE JANUARY 2012 EXAMINATION SESSION

EXAMINATIONS IN FRENCH	EXAMINATIONS IN ENGLISH
December 1, 2011 Remise du cahier de préparation Français, écriture, 5 ^e secondaire..... 132-520	(Before January 13, 2012) Français, langue seconde, Sec. V, Programme de base Interaction orale.....634-510
December 8, 2011 8:45 a.m. – 12:00 p.m. Français, écriture, 5 ^e secondaire..... 132-520	
January 9, 2012 Anglais, langue seconde, 5 ^e secondaire, Programme enrichi Remise du cahier de préparation 136-540 and 136-550	
January 9 to 12, 2012 Anglais, langue seconde, 5 ^e secondaire V, Programme de base Interaction orale 134-510	January 10, 2012 9:00 a.m. – 12:00 p.m. English Language Arts, Sec. V.....612-520 Reading
January 9 to 10, 2012 Anglais, langue seconde, 5 ^e secondaire, Programme enrichi Écoute du document audio et discussion..... 136-540 and 136-550	January 11, 2012 9:00 a.m. – 12:00 p.m. English Language Arts, Sec. V.....612-530 Production preparation
January 12, 2012 9:00 a.m. – 12:00 p.m. Anglais, langue seconde, 5 ^e secondaire, Programme enrichi Production écrite 136-540 and 136-550	January 12, 2012 9:00 a.m. – 12:00 p.m. English Language Arts, Sec. V.....612-530 Written production

EXAMINATIONS IN FRENCH	EXAMINATIONS IN ENGLISH
<p>December 1, 2011</p> <p>Remise du cahier de préparation Français, écriture, 5^e secondaire..... 132-520</p>	<p>(Before January 13, 2012)</p> <p>Français, langue seconde, Sec. V, Programme de base Interaction orale.....634-510</p>
<p>January 13, 2012</p> <p>9:00 a.m. – 11:00 a.m. Anglais, langue seconde, 5^e secondaire, Programme de base Production écrite 134-530</p>	<p>January 13, 2012</p> <p>9:00 a.m. – 11:00 a.m. Français, langue seconde, Sec. V634-520 Programme de base Compréhension orale et écrite 1:00 p.m. – 3:00 p.m. Français, langue seconde, Sec. V634-530 Programme de base Production écrite</p>

SCHEDULE 5 SCHEDULE FOR THE MAY-JUNE 2012 EXAMINATION SESSION

**SCHEDULE FOR THE MAY-JUNE 2012 EXAMINATION SESSION
EXAMINATIONS IN FRENCH**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAY - JUNE MATHÉMATIQUE, END OF ELEM. CYCLE THREE 022-610 (COMPULSORY EXAMINATION) ANGLAIS, LANGUE SECONDE, SECONDARY V PROGRAMME DE BASE, ORAL INTERACTION 134-510 (UNIFORM EXAMINATION)			<u>APRIL 26</u> FRANÇAIS, ÉCRITURE, LANGUE D'ENSEIGNEMENT, Sec. V 132-520 DISTRIBUTION OF PREPARATION BOOKLET (UNIFORM EXAMINATION)	
			<u>MAY 3</u> 9:00 A.M. - 12:15 P.M. FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, SEC. V 132-520 TÂCHE D'ÉCRITURE (UNIFORM EXAMINATION)	
<u>MAY 3 TO MAY 15</u> FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, END OF SECONDARY CYCLE ONE, ACTIVITÉS PRÉPARATOIRES 132-216 (COMPULSORY EXAMINATION)				
		<u>MAY 16</u> 9:00 A.M. - 12:00 P.M. FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, END OF SEC. CYCLE ONE 132-216 (COMPULSORY EXAMINATION)		
		<u>MAY 23 TO 25</u> FRANÇAIS LECTURE, LANGUE D'ENSEIGNEMENT, END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION) 014-610-02 ANGLAIS, LANGUE SECONDE, SEC. V, PROGRAMME ENRICHÉ, REMISE DU CAHIER DE PRÉPARATION (UNIFORM EXAMINATION) 136-540 AND 136-550		
<u>MAY 28 TO 30</u> FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION) 014-610-01 FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, END OF ELEMENTARY CYCLE TWO (COMPULSORY EXAMINATION) 014-410				
		<u>MAY 30</u> 9:00 A.M. - 12:00 P.M. ANGLAIS, LANGUE SECONDE, SEC. V PROGRAMME ENRICHÉ (UNIFORM EXAMINATION) 136-540 136-550		

**SCHEDULE FOR THE MAY-JUNE 2012 EXAMINATION SESSION
EXAMINATIONS IN FRENCH**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		<u>JUNE 6</u> 9:00 A.M.-11:00 A.M. ANGLAIS, LANGUE SECONDE, SEC. V PROGRAMME DE BASE PRODUCTION ÉCRITE 134-530 (UNIFORM EXAMINATION)		
				<u>JUNE 15</u> 9 A.M. - 12 P.M. HISTOIRE ET ÉDUCATION À LA CITOYENNETÉ, SEC. IV 087-404 (UNIFORM EXAMINATION)
<u>JUNE 18</u> 9:00 A.M. - 12:00 P.M. MATHÉMATIQUE, SEC. IV. TECHNICO-SCIENCES 064-420 (RAISONNEMENT EN MATH.) (UNIFORM EXAMINATION) SCIENCES NATURELLES 065-420 (RAISONNEMENT EN MATH.) (UNIFORM EXAMINATION)	<u>JUNE 19</u> 9:00 A.M.-12:00 P.M. SCIENCE ET TECHNOLOGIE, SEC. IV WRITTEN EXAMINATION 055-410 (UNIFORM EXAMINATION) APPL. TECHNOLOGIQUES ET SCIENTIFIQUES, SEC. IV WRITTEN EXAMINATION 057-410 (UNIFORM EXAMINATION)		<u>JUNE 21</u> 9:00 A.M.-12:00 P.M. MATHÉMATIQUE, SEC. IV CULTURE, SOCIÉTÉ ET TECHN. 063-420 (RAISONNEMENT EN MATH.) (UNIFORM EXAMINATION)	

**SCHEDULE FOR THE MAY-JUNE 2012 EXAMINATION SESSION
EXAMINATIONS IN ENGLISH**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAY - JUNE				
ENGLISH LANGUAGE ARTS END OF ELEMENTARY CYCLE THREE 514-600 (COMPULSORY EXAMINATION)				
MATHEMATICS END OF ELEMENTARY CYCLE THREE 522-610 (COMPULSORY EXAMINATION)				
FRANÇAIS, LANGUE SECONDE, SEC. V PROGRAMME DE BASE INTERACTION ORALE 634-510 (UNIFORM EXAMINATION)				
	<u>MAY 22</u> 9:00 A.M.-12:00 P.M. ENGLISH LANGUAGE ARTS READING 612-520 (UNIFORM EXAMINATION)	<u>MAY 23</u> 9:00 A.M.-12:00 P.M. ENGLISH LANGUAGE ARTS PRODUCTION PREPARATION 612-530 (UNIFORM EXAMINATION)	<u>MAY 24</u> 9:00 A.M.-12:00 P.M. ENGLISH LANGUAGE ARTS WRITTEN PRODUCTION 612-530 (UNIFORM EXAMINATION)	

**SCHEDULE FOR THE MAY-JUNE 2012 EXAMINATION SESSION
EXAMINATIONS IN ENGLISH**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>JUNE 11</u> 9:00 A.M.-12:00 P.M. FRANÇAIS, LANGUE SECONDE, SEC. V PROGRAMME ENRICHÉ COMPRÉHENSION ORALE ET ÉCRITE 635-520 (COMPLEMENTARY EXAMINATION)	<u>JUNE 12</u> 9:00 A.M.-12:00 P.M. FRANÇAIS, LANGUE SECONDE, SEC. V PROGRAMME ENRICHÉ PRODUCTION ÉCRITE 635-530 (COMPLEMENTARY EXAMINATION)		<u>JUNE 14</u> 9:00 A.M.-11:00 A.M. FRANÇAIS, LANGUE SECONDE, SEC. V PROGRAMME DE BASE COMPRÉHENSION ORALE ET ÉCRITE 634-520 (UNIFORM EXAMINATION) 1:00 P.M. - 3:00 P.M. FRANÇAIS, LANGUE SECONDE, SEC. V. PROGRAMME DE BASE PRODUCTION ÉCRITE 634-530 (UNIFORM EXAMINATION)	<u>JUNE 15</u> 9:00 A.M.-12:00 P.M. HISTORY AND CITIZENSHIP EDUCATION, SEC. IV 587-404 (UNIFORM EXAMINATION)
<u>JUNE 18</u> 9:00 A.M.-12:00 P.M. MATHEMATICS, SEC. IV TECHN. AND SCIENTIFIC OPTION 564-420 SCIENCE OPTION 565-420 (MATH. REASONING) (UNIFORM EXAMINATION)	<u>JUNE 19</u> 9:00 A.M.-12:00 P.M. SCIENCE AND TECH., SEC. IV WRITTEN EXAMINATION 555-410 (UNIFORM EXAMINATION) APPLIED SCIENCE AND TECHNOLOGY, SEC. IV WRITTEN EXAMINATION 557-410 (UNIFORM EXAMINATION)		<u>JUNE 21</u> 9:00 A.M.-12:00 P.M. MATHEMATICS, SEC. IV CULT., SOCIAL AND TECHN. OPT. 563-420 (MATH. REASONING) (UNIFORM EXAMINATION)	