

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

2012-2013 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

June 2012

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Approved on:

Michelle Courchesne,
Minister

2012-2013 school year

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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 2012-2013 Directives is to inform the school boards and private schools of decisions made by the Minister of Education, Recreation and Sports for the 2012-2013 school year under the *Basic school regulation for preschool, elementary and secondary education* and the *Education Act*.

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| 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 attention of Claude Moisan at the following address:</p> <p style="text-align: center;">Ministère de l'Éducation, du Loisir et du Sport 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> |
| 1.2 Departures Authorized by the Minister | | |
| <p>Otherwise, the Minister's authorization is needed for all special school projects that require the removal of subjects and are not covered by the RDLS</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 |
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| | <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> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| 2.3 Students Receiving Special Welcoming Services and Special French-Language Instructional Services | | |
| <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 • 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, accueil</i> or <i>Intégration linguistique, scolaire et sociale</i>.</p> | <p>Preschool Program 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 |
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| 2.4 Elementary- and Secondary-Level Programs of Study: Compulsory Content | | |
| <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>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> | EA, s. 461 |
| 3 EVALUATION OF LEARNING AND PROVINCIAL REPORT CARD | | |
| 3.1 Provincial Report Card | | |
| <p>All schools in Québec have been using a standardized provincial report card since July 1, 2011.</p> <p>Specific formats 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.</p> <p>In section 1 of the provincial report card, it must be understood that the information requested regarding the student's name can consist of that student's bar code as well as the name of his/her homeroom teacher or of his/her tutor, the same way as the information regarding the student's class can also include the identification of his/her group.</p> <p>Gradual implementation procedures with regard to the rules for the evaluation of learning for certain subjects will continue for one last year, that is, for the 2012-2013 school year.</p> | <p>The provincial report card will be issued for each of the three terms. For each term, the report card must contain a subject mark for each subject taught and the group average.</p> <p>This provision may continue to be implemented gradually for one last school year, that is for 2012-2013, 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 an insufficient number of evaluations of learning has 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 | |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| | <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 forth in the <i>Basic school regulation</i> is 100 or less. | |
| | <p>For gradual implementation, 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 %) mainly involves the evaluations of learning that the teacher has carried out since the end of Term 2. Where applicable, the evaluations carried out at the end of the school year that cover the entire year's work for that subject may be included, as well as the compulsory examinations set by the school or school board.</p> <p>Furthermore, section 3 of the provincial report card must include, for 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 2012-2013 school year, the gradual implementation procedure, which is still in effect, allows for the possibility of commenting on only one of the four competencies in the term considered to be the most appropriate.</p> | |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| 3.2 Issuing of the Report Card | | |
| <p>The BSR states that the second report card must be issued no later than March 15. For secondary schools, the results in this second report card cannot, under any circumstances, be transmitted to an organization outside of the school board prior to March 15.</p> | | |
| 3.3 Possible Exemption From the Provisions Relating to Results in the Provincial Report Card | | |
| <p>The BSR that came 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>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>.</p> <p>The following are the categories of students with handicaps, social maladjustments or learning disabilities who are eligible for this exemption.</p> | | <p>BSR, ss. 30.1; 30.2; 30.3 and 30.4</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>3.3.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Integrated into Regular Classes at the Elementary or Secondary 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/her teacher and one or more specialists. • The student’s individualized education plan states that he/she is incapable of meeting the requirements of the programs of study in language of instruction and Mathematics applied to the other students in his/her group and, consequently, the requirements of these two programs must be adapted for this student. <ul style="list-style-type: none"> The exemption thus applies to all the subjects this student is taking, except for those in which he/she is exceptionally able to engage in the same learning as the other students in the group into which he/she is integrated, as is sometimes the case with physical education or arts education. In this case, the exemption is not applied to the subject or subjects concerned and the student’s results are determined based on the requirements set by the teacher for the group of students as a whole. • The student’s individualized education plan states that he/she is incapable of meeting the requirements of either the language of instruction program of study or the Mathematics program of study and that, as a result, the requirements of the program concerned must be adapted for this student. <ul style="list-style-type: none"> The exemption therefore applies to this subject alone and the mark in the student’s report card corresponds to the requirements set in his/her individualized education plan. | | |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <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 for the terms, as described in the second paragraph of section 30.2 • obligation to use the Framework for the Evaluation of Learning, 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> <ul style="list-style-type: none"> • The same exemption may be exceptionally granted to a handicapped student integrated into a regular class who requires an adaptation for physical education or arts education only. This adaptation must be stated in the individualized education plan. In such a case, therefore, the exemption applies to these subjects only. | <p>The marks entered on these students' report cards are expressed as percentages and are accompanied by a distinctive indicator that signifies that the requirements of the programs of study have been adapted for the student.</p> | |
| <p>3.3.2 Students Enrolled in a Special Class in Elementary School and in Secondary School</p> <p>For students who attend a special class (including individualized paths in secondary school) and whose individualized education plan states that he/she is incapable of meeting the requirements of the programs of study in language of instruction and Mathematics or those of only one of these programs, the exemptions set forth in provision 3.3.1 apply.</p> | <p>The marks entered on these students' report cards are expressed as percentages and are accompanied by a distinctive indicator that signifies that the requirements of the programs of study have been adapted for the student.</p> | |

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| <p>Students with a profound intellectual impairment</p> <p>For students who 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 for students who attend a special class and are in the ministerial Program for Students With a Profound Intellectual Impairment must contain the following two ratings:</p> <ul style="list-style-type: none"> one reflects the student's success level and is expressed as a number in accordance with the following key: <table border="1" data-bbox="196 781 1161 1005"> <tr> <td>4</td> <td>The student demonstrates thorough competency development.</td> </tr> <tr> <td>3</td> <td>The student demonstrates intermediate competency development.</td> </tr> <tr> <td>2</td> <td>The student demonstrates moderate competency development.</td> </tr> <tr> <td>1</td> <td>The student demonstrates emergent competency development.</td> </tr> </table> <ul style="list-style-type: none"> the other reflects the student's progress in relation to the expectations set in his/her individualized education plan and is expressed as a letter in accordance with the following key: <table border="1" data-bbox="196 1187 1161 1385"> <tr> <td>A</td> <td>The student meets the requirements set for him/her very well.</td> </tr> <tr> <td>B</td> <td>The student meets the requirements set for him/her.</td> </tr> <tr> <td>C</td> <td>The student partially meets the requirements set for him/her.</td> </tr> <tr> <td>D</td> <td>The student does not meet the requirements set for him/her.</td> </tr> </table> | 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. | A | The student meets the requirements set for him/her very well. | B | The student meets the requirements set for him/her. | C | The student partially meets the requirements set for him/her. | D | The student does not meet the requirements set for him/her. | | |
| 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. | | | | | | | | | | | | | | | | | |
| A | The student meets the requirements set for him/her very well. | | | | | | | | | | | | | | | | | |
| B | The student meets the requirements set for him/her. | | | | | | | | | | | | | | | | | |
| C | The student partially meets the requirements set for him/her. | | | | | | | | | | | | | | | | | |
| D | The student does not meet the requirements set for him/her. | | | | | | | | | | | | | | | | | |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES | | | | | | | | |
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| <p>Students with moderate to severe intellectual impairments</p> <p>For students who are in the ministerial programs for students with moderate to 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> <table border="1" data-bbox="190 607 1158 805"> <tr> <td>A</td> <td>The student meets the requirements set for him/her very well.</td> </tr> <tr> <td>B</td> <td>The student meets the requirements set for him/her.</td> </tr> <tr> <td>C</td> <td>The student partially meets the requirements set for him/her.</td> </tr> <tr> <td>D</td> <td>The student does not meet the requirements set for him/her.</td> </tr> </table> | A | The student meets the requirements set for him/her very well. | B | The student meets the requirements set for him/her. | C | The student partially meets the requirements set for him/her. | D | The student does not meet the requirements set for him/her. | | |
| A | The student meets the requirements set for him/her very well. | | | | | | | | | |
| B | The student meets the requirements set for him/her. | | | | | | | | | |
| C | The student partially meets the requirements set for him/her. | | | | | | | | | |
| D | The student does not meet the requirements set for him/her. | | | | | | | | | |
| <p>3.3.3 Students Enrolled in a Work-Oriented Training Path</p> <p>Students Enrolled in Prework Training</p> <p>The exemption for these students applies to the:</p> <ul style="list-style-type: none"> group average, as described in section 30.1 of the BSR weighting for the terms and marks expressed as percentages, as described in 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 report card must contain a subject mark for each subject taught as well as a mark for each competency in the following subjects: language of instruction, second language and Mathematics.</p> | <p>The Frameworks for the Evaluation of Learning specific to Prework Training are prescriptive and are available on the MELS Web site.</p> | | | | | | | | | |

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| <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="204 399 1150 597"> <tr> <td>A</td> <td>The student meets the requirements set for him/her very well.</td> </tr> <tr> <td>B</td> <td>The student meets the requirements set for him/her.</td> </tr> <tr> <td>C</td> <td>The student partially meets the requirements set for him/her.</td> </tr> <tr> <td>D</td> <td>The student does not meet the requirements set for him/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/her very well. | B | The student meets the requirements set for him/her. | C | The student partially meets the requirements set for him/her. | D | The student does not meet the requirements set for him/her. | | |
| A | The student meets the requirements set for him/her very well. | | | | | | | | | |
| B | The student meets the requirements set for him/her. | | | | | | | | | |
| C | The student partially meets the requirements set for him/her. | | | | | | | | | |
| D | The student does not meet the requirements set for him/her. | | | | | | | | | |
| <table border="1" data-bbox="204 824 1150 1023"> <tr> <td>A</td> <td>The student meets the program requirements very well.</td> </tr> <tr> <td>B</td> <td>The student meets the program requirements.</td> </tr> <tr> <td>C</td> <td>The student partially meets the program requirements.</td> </tr> <tr> <td>D</td> <td>The student does not meet the program requirements</td> </tr> </table> <p>The results are based on the Frameworks for the Evaluation of Learning for the Work-Oriented Training Path, established by the Minister for each program of study.</p> | 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 | | |
| 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>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>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> | | | | | | | | | |

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| <p>3.3.4 Students Receiving Special Welcoming Services and Special French-Language Instructional Services</p> <p>School boards may exempt students who are receiving special welcoming services and special French-language instructional services from the provisions concerning student results.</p> <p>The 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 • the 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 results recorded in the elementary or secondary school student’s report card are expressed as a rating in accordance with the following key:</p> <table border="1" data-bbox="190 1003 1118 1239"> <tbody> <tr> <td>A</td> <td>The student exceeds the requirements.</td> </tr> <tr> <td>B</td> <td>The student clearly meets the requirements.</td> </tr> <tr> <td>C</td> <td>The student barely meets the requirements.</td> </tr> <tr> <td>D</td> <td>The student does not meet the requirements.</td> </tr> </tbody> </table> <p>Note: The above key refers to the requirements set for the student.</p> | A | The student exceeds the requirements. | B | The student clearly meets the requirements. | C | The student barely meets the requirements. | D | The student does not meet the requirements. | <p>This provision applies to students who are receiving special welcoming services and special French-language instructional services, regardless of how these services are organized in the school.</p> <p>It is the responsibility of the school board to determine if, for a student, the exemption from the provisions concerning student results applies to one or more subjects.</p> <ul style="list-style-type: none"> • In subjects to which the exemption applies, the results are expressed as a rating. This means that a subject mark or a year-end mark does not have to be indicated for these subjects. • Results for subjects to which the exemption does not apply are expressed as percentages. <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.</p> | <p>BSR, ss 6; 7 and 30.4</p> <p>http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1928</p> |
| A | The student exceeds the requirements. | | | | | | | | | |
| B | The student clearly meets the requirements. | | | | | | | | | |
| C | The student barely meets the requirements. | | | | | | | | | |
| D | The student does not meet the requirements. | | | | | | | | | |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|---|---|--|
| <p>3.4 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> | <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> |
| <p>4 ADMISSION TO UNIFORM EXAMINATIONS AND CERTIFICATION</p> | | |
| <p>No student may be barred from writing a uniform examination because he/she has not attended a sufficient number of classes or because his/her school marks are too low.</p> | | <p>EA, ss. 208 and 231 BSR, s. 31</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>EA, ss. 231 and 470 Schedule 4: Schedule for the January 2013 Examination Session</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>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 Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p> | <p><i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations.</i>, section 5.2 <i>Info/Sanction</i>, no. 09–10–021</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|---|---|------------|
| 4.2 Compulsory Examinations | | |
| <p>There are compulsory examinations in Elementary 4, Elementary 6 and Secondary II. The <i>Basic school regulation</i> 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>For the 2012-2013 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 | |
| 4.3 Certificate in On-the-Job Training in a Recycling Facility | | |
| <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 recuperation.</p> | | EA, s. 223 |
| 4.4 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 | | EA, s. 471 |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|---|--|--------------|
| 4.5 Attestation of Competencies for Educational Programs 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 | | EA, s. 471 |
| 5 CONDITIONS FOR ADMISSION TO TRAINING FOR A SEMISKILLED TRADE | | |
| 5.1 General Conditions for Admission | | |
| <p>The student may be admitted to Training for a Semiskilled Trade if, in addition to the conditions already set in section 23.3 of the BSR, he/she has met the following conditions:</p> <ul style="list-style-type: none"> • has achieved the objectives of the elementary-level programs of study for language of instruction and Mathematics, but has not earned the credits in the first cycle of the secondary level in those subjects • meets the special requirements established by the Minister for admission to the program leading to the semiskilled trade | <p>The condition “has not earned the credits in the first cycle of the secondary level in those subjects” should be understood to mean “has not earned the credits in Secondary II in those subjects.”</p> | BSR, s. 23.5 |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|---|------------------------|--|
| 5.2 Special Conditions for Admission | | |
| <p>The third paragraph of section 23.4 of the BSR sets out the special conditions enabling a student admitted to Prework Training to receive, during the third year of his/her training, instruction in the Preparation for a Semiskilled Trade program normally reserved for students in Training for a Semiskilled Trade.</p> | | <p>BSR, s. 23.5 <i>The Directory of Semiskilled Trades</i> on the MELS Web site: http://www.mels.gouv.qc.ca/sections/metiers/index_en.asp</p> |
| <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/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/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 | | |
| 6. STUDENTS WITH IMPAIRMENTS: PROGRAMS | | |
| 6.1 Students With Moderate to Severe Intellectual Impairments | | |
| <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> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|--|---|-------------------------------------|
| <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 et 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> |
| <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 may 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> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|--|--|--|
| 6.2 Students With Profound Intellectual Impairments | | |
| <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> or its English equivalent, the <i>Education Program for Students With a Profound Intellectual Impairment</i>. This program is aimed at students who are 4 to 21 years of age.</p> | <p>This program of study is available on the MELS Web site. 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> |
| 7 ADMISSION OF STUDENTS OVER THE AGE LIMIT | | |
| <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 2012-2013 school year, receive educational services provided in a school if he/she is likely to fulfill the requirements set by the <i>Basic school regulation</i> for obtaining, during this 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 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/she has been admitted to a vocational training program without obtaining the general education credits required as prerequisites for the program.</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 MELS Web site: http://www.mels.gouv.qc.ca/dgfe/Regles/reg_cs/regles.html</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|--|---|------------|
| 8 PROVISIONAL BRIDGE FROM SEMISKILLED TRADES TO CERTAIN VOCATIONAL TRAINING PROGRAMS | | |
| | <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 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, 2012, 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 | | Request | Duration of project Year(s) concerned |
|---|--|---|---------|-----|---------|---------------------------------------|
| | | | 1st | 1st | | |
| | | 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 MELS regional offices.

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 Secondary IV, Applied General Education Path
(058-402 or 558-402)
2 credits

Environmental Science and Technology Secondary IV, General Education Path
(058-404 or 558-404)
4 credits

Physics Secondary V
(053-504 or 553-504)
4 credits

Chemistry Secondary V
(051-504 or 551-504)
4 credits

Drama Cycle Two
(170-404 or 670-404; 170-504 or 670-504)
4 credits

Visual Arts Cycle Two
(168-404 or 668-404; 168-504 or 668-504)
4 credits

Dance Cycle Two
(172-404 or 672-404; 172-504 or 672-504)
4 credits

Music Cycle Two
(169-404 or 669-404; 169-504 or 669-504)
4 credits

Drama and Multimedia Cycle Two
(170-494 or 670-494; 170-594 or 670-594)
4 credits

Visual Arts and Multimedia Cycle Two
(168-494 or 668-494; 168-594 or 668-594)
4 credits

Dance and Multimedia Cycle Two
(172-494 or 672-494; 172-594 or 672-594)
4 credits

Music and Multimedia Cycle Two
(169-494 or 669-494; 169-594 or 669-594)
4 credits

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/medias/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 for one last year. A new elective geography program will be made available to schools once the Minister has approved it.

The 20th Century: History and Civilizations
(085-534 and 585-534)
4 credits

This program approved in 1988 may still be offered for one last year. A new elective program in 20th century history will be made available to schools once the Minister has approved it.

Integrative Project
2 credits

This program may be offered to students in Secondary V.

SCHEDULE FOR THE JANUARY 2013 EXAMINATION SESSION

| EXAMINATIONS IN FRENCH | EXAMINATIONS IN ENGLISH |
|--|---|
| <p>November 29, 2012</p> <p>Français, écriture, 5^e secondaire, remise du dossier préparatoire 132-520</p> | <p>From January 8 to 10, 2013</p> <p>Français, langue seconde, 5^e secondaire, programme de base, interaction orale 634-510</p> |
| <p>December 6, 2012</p> <p>8:45 a.m. – 12:00 p.m.</p> <p>Français, écriture, 5^e secondaire 132-520</p> | |
| <p>From January 8 to 10, 2013</p> <p>Anglais, langue seconde, 5^e secondaire, programme de base, interaction orale 134-510</p> <p>Anglais, langue seconde, 5^e secondaire, programme enrichi remise du cahier de préparation 136-540 and 136-550</p> <p>Anglais, langue seconde, 5^e secondaire, programme enrichi écoute du document audio et discussion 136-540 and 136-550</p> | |
| <p>January 9, 2013</p> <p>9:00 a.m. – 12:00 p.m.</p> <p>Science et technologie, 4^e secondaire, épreuve écrite 055-410</p> <p>Applications technologiques et scientifiques, 4^e secondaire, épreuve écrite 057-410</p> | <p>January 9, 2013</p> <p>9:00 a.m. – 12:00 p.m.</p> <p>English Language Arts, Sec. 5, Reading 612-520</p> <p>Science and Technology, Sec. 4, Written 555-410</p> <p>Applied Science and Technology, Sec. 4, Written 557-410</p> <p>1:00 p.m. – 4:00 p.m.</p> <p>English Language Arts, Sec. 5, Production Preparation 612-530</p> |

| EXAMINATIONS IN FRENCH | EXAMINATIONS IN ENGLISH |
|---|--|
| <p>January 10, 2013</p> <p>9:00 a.m. – 12:00 p.m. Histoire et éducation à la citoyenneté, 4^e secondaire 087-404</p> | <p>January 10, 2013</p> <p>9:00 a.m. – 12:00 p.m. English Language Arts, Sec. 5, Production Writing 612-530</p> <p>9:00 a.m. – 12:00 p.m. History and Citizenship Education, Sec. IV 587-404</p> |
| <p>January 11, 2013</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>9:00 a.m. – 12:00 p.m. Anglais, langue seconde, 5^e secondaire, programme enrichi, production écrite 136-540 and 136-550</p> | <p>January 11, 2013</p> <p>9:00 a.m. – 11:00 a.m. Français, langue seconde, Sec. V, programme de base, compréhension orale et écrite 634-520</p> <p>1:00 P.M. – 3:00 P.M. Français, langue seconde, Sec. V, programme de base, production écrite 634-530</p> |
| <p>January 14, 2013</p> <p>9:00 a.m. – 12:00 p.m. Mathématique, 4^e secondaire Culture, société et technique (raisonnement en math.) 063-420 Technico-sciences (raisonnement en math.) 064-420 Sciences naturelles (raisonnement en math.) 065-420</p> | <p>January 14, 2013</p> <p>9:00 a.m. – 12:00 p.m. Mathematics, Sec. IV Cult. Social and Tech. Option (Math. Reasoning) 563-420 Technical and Scientific Option (Math. Reasoning) 564-420 Science Option (Math. Reasoning) 565-420</p> |

**SCHEDULE FOR THE MAY-JUNE 2013 EXAMINATION SESSION
EXAMINATIONS IN FRENCH**

SCHEDULE 5 SCHEDULE FOR THE MAY-JUNE 2013 EXAMINATION SESSION

| THE SCHOOLS MAY CHOOSE ANY TIME DURING THE FOLLOWING PERIODS TO ADMINISTER THESE EXAMINATIONS: MAY AND JUNE: ANGLAIS, LANGUE SECONDE, 5 ^e SECONDAIRE, PROGRAMME DE BASE, INTERACTION ORALE 134-510 (UNIFORM EXAMINATION) JUNE: MATHÉMATIQUE, END OF ELEMENTARY CYCLE THREE 022-610 (COMPULSORY EXAMINATION) | | | | |
|--|--|---|--|--------|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| MAY – JUNE | | | <p align="center"><u>APRIL 25</u></p> FRANÇAIS, ÉCRITURE, LANGUE D'ENSEIGNEMENT, SEC. V 132-520 REMISE DU DOSSIER PRÉPARATOIRE (UNIFORM EXAMINATION) | |
| | | | <p align="center"><u>MAY 2</u></p> 9:00 A.M. - 12:15 P.M. FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, SEC. V 132-520 TÂCHE D'ÉCRITURE (UNIFORM EXAMINATION) | |
| <u>MAY 2 TO MAY 14</u> | | | | |
| FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, END OF SECONDARY CYCLE ONE, ACTIVITÉS PRÉPARATOIRES | | 132-216 (COMPULSORY EXAMINATION) | | |
| | | <p align="center"><u>MAY 15</u></p> 9:00 A.M. – 12:00 P.M. FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, END OF SEC. CYCLE ONE 132-216 (COMPULSORY EXAMINATION) | | |
| | | <p align="center"><u>MAY 22 AND MAY 23</u></p> FRANÇAIS LECTURE, LANGUE D'ENSEIGNEMENT, END OF ELEMENTARY CYCLE TWO 014-410-02 (COMPULSORY EXAMINATION) FRANÇAIS LECTURE, LANGUE D'ENSEIGNEMENT, END OF ELEMENTARY CYCLE THREE 014-610-02 (COMPULSORY EXAMINATION) | | |
| | | <p align="center"><u>FROM MAY 22 TO MAY 24</u></p> ANGLAIS, LANGUE SECONDE, SECONDARY V, ENRICHED PROGRAM, REMISE DU CAHIER DE PRÉPARATION 136-540 AND 136-550 (UNIFORM EXAMINATION) | | |
| | <p align="center"><u>FROM MAY 28 TO MAY 29</u></p> FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, END OF ELEMENTARY CYCLE THREE 014-610-01 (COMPULSORY EXAMINATION) | | | |
| | <p align="center"><u>FROM MAY 28 TO MAY 30</u></p> FRANÇAIS ÉCRITURE, LANGUE D'ENSEIGNEMENT, END OF ELEMENTARY CYCLE TWO 014-410-01 (COMPULSORY EXAMINATION) | | | |

**SCHEDULE FOR THE MAY-JUNE 2013 EXAMINATION SESSION
EXAMINATIONS IN FRENCH**

THE SCHOOLS MAY CHOOSE ANY TIME DURING THE FOLLOWING PERIODS TO ADMINISTER THESE EXAMINATIONS:

MAY AND JUNE: ANGLAIS, LANGUE SECONDE, 5^e SECONDAIRE, PROGRAMME DE BASE, INTERACTION ORALE 134-510 (UNIFORM EXAMINATION)

JUNE: MATHÉMATIQUE, END OF ELEMENTARY CYCLE THREE 022-610 (COMPULSORY EXAMINATION)

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|---|--|--------|
| | | <u>MAY 29</u> 9:00 A.M. – 12:00 P.M. ANGLAIS, LANGUE SECONDE, SEC. V ENRICHED PROGRAM (UNIFORM EXAMINATION) 136-540 136-550 | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | | <u>JUNE 5</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 13</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 17</u> 9:00 A.M. – 12:00 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. 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 20</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 2013 EXAMINATION SESSION
EXAMINATIONS IN ENGLISH

THE SCHOOLS MAY CHOOSE ANY TIME DURING THE FOLLOWING PERIODS TO ADMINISTER THE EXAMINATIONS:

MAY AND JUNE:

- ENGLISH LANGUAGE ARTS, END ELEMENTARY CYCLE THREE 514-600 (COMPULSORY EXAMINATION)
- FRANÇAIS, LANGUE SECONDE, SECONDARY V, PROGRAMME DE BASE, INTERACTION ORALE 634-510 (UNIFORM EXAMINATION)
- REMISE DU CAHIER D'INTRODUCTION AU THÈME, FRANÇAIS, LANGUE SECONDE, SECONDARY V, ENRICHED PROGRAM 635-506 (COMPLEMENTARY EXAMINATION)

JUNE:

- MATHEMATICS END ELEMENTARY CYCLE THREE 522-610 (COMPULSORY EXAMINATION)

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|--|--|--------|
| | <u>MAY 28</u> 9:00 A.M.-12:00 P.M. ENGLISH LANGUAGE ARTS READING 612-520 (UNIFORM EXAMINATION) | <u>MAY 29</u> 9:00 A.M.-12:00 P.M. ENGLISH LANGUAGE ARTS PRODUCTION PREPARATION 612-530 (UNIFORM EXAMINATION) | <u>MAY 30</u> 9:00 A.M.-12:00 P.M. ENGLISH LANGUAGE ARTS PRODUCTION WRITING 612-530 (UNIFORM EXAMINATION) | |
| <u>JUNE 10</u> 9:00 A.M.-12:00 P.M. FRANÇAIS, LANGUE SECONDE, SEC. V ENRICHED PROGRAM COMPRÉHENSION ORALE ET ÉCRITE 635-520 (COMPLEMENTARY EXAMINATION) | <u>JUNE 11</u> 9:00 A.M.-12:00 P.M. FRANÇAIS, LANGUE SECONDE, SEC. V ENRICHED PROGRAM PRODUCTION ÉCRITE 635-530 (COMPLEMENTARY EXAMINATION) | <u>JUNE 12</u> 9:00 A.M.-11:00 A.M. FRANÇAIS, LANGUE SECONDE, SEC. V PROGRAMME DE BASE COMPRÉHENSION ORALE ET ÉCRITE (UNIFORM EXAMINATION) 634-520 1:00 P.M.-3:00 P.M. FRANÇAIS, LANGUE SECONDE, SEC. V PROGRAMME DE BASE PRODUCTION ÉCRITE 634-530 (UNIFORM EXAMINATION) | <u>JUNE 13</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 17</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. SCIENCE AND TECH., SEC. IV WRITTEN EXAMINATION 555-410 (UNIFORM EXAMINATION) APPLIED SCIENCE AND TECHNOLOGY, SEC. 4 WRITTEN EXAMINATION 557-410 (UNIFORM EXAMINATION) | | <u>JUNE 20</u> 9:00 A.M.-12:00 P.M. MATHEMATICS, SEC. IV CULT., SOCIAL AND TECHN. OPT. 563-420 (MATH. REASONING) (UNIFORM EXAMINATION) | |



A word cloud featuring the words "Achieve", "Share", "Read", "Learn", "Succeed", "Persevere", "Exercise", and "Share" in various sizes and orientations, set against a background of a light blue sky with white clouds.