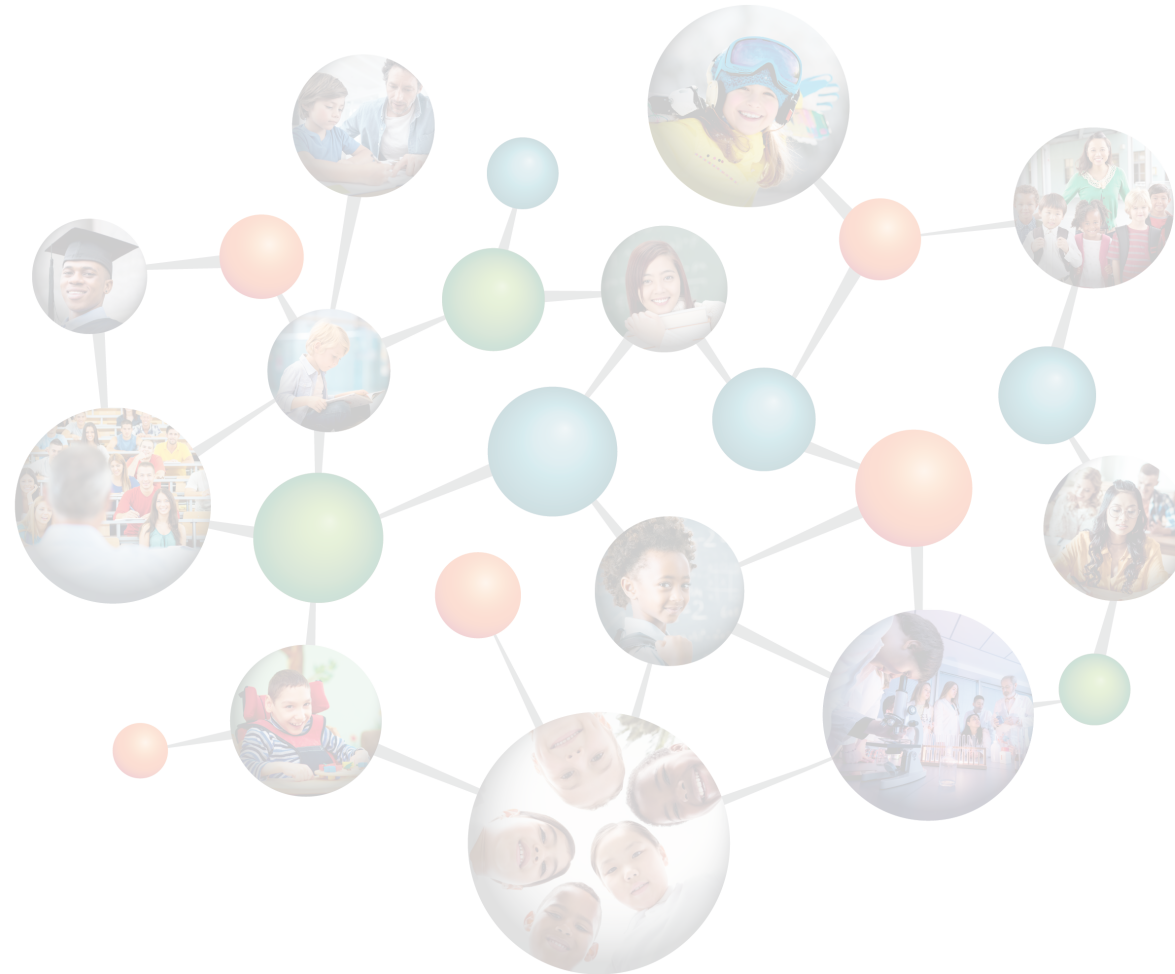
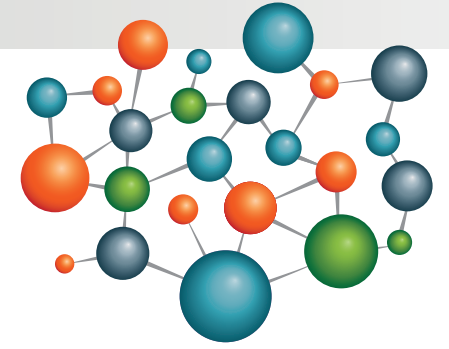


GENERAL EDUCATION IN THE YOUTH SECTOR: PRESCHOOL, ELEMENTARY SCHOOL AND SECONDARY SCHOOL

2018-2019 DIRECTIVES



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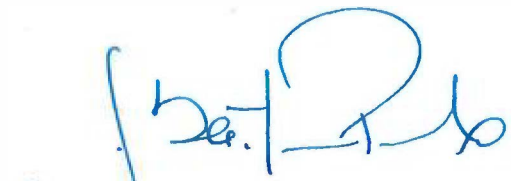
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Sébastien Proulx,
Minister of Education, Recreation and Sports

2018-2019 School Year

ABBREVIATIONS

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

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

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

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

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The purpose of the 2018-2019 Directives is to inform the school boards and private schools of decisions made by the Minister of Education, Recreation and Sports for the 2018-2019 school year under the provisions of 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 sections 3 and 5 to the Minister.</p> <p>In accordance with regulatory provisions, school boards may permit the removal of certain subjects from Secondary Cycle Two to facilitate the transition to vocational training of students who are 16 years of age or older.</p>	<p>To forward the information required under section 3, the <i>Dérogation à la liste des matières – Reddition de comptes</i> form is available (in French only) on the extranet site at the following address: https://CollecteInfo.education.gouv.qc.ca.</p> <p>For special school projects designed for students at least 16 years of age on September 30 and intended to facilitate the transition to vocational training, the evaluation report requested in section 5 must be transmitted to the Direction de l'adaptation scolaire at the following address: DAS@education.gouv.qc.ca.</p>	<p>EA, ss. 222 and 459 APE, s. 30 RDLS, s. 1, subpara. 3</p>
1.2 Departures Authorized by the Minister		
<p>The Minister's authorization is needed for any special school project that requires the removal of compulsory subjects covered by the BSR.</p>	<p>The form used to request a departure from the list of subjects for a special school project is available at https://CollecteInfo.education.gouv.qc.ca.</p>	<p>EA, ss. 222 and 459</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
2 LOCAL AND MINISTERIAL PROGRAMS		
2.1 Approval of Local Programs of Five Credits or More		
A local program of five credits or more must be authorized by the Minister.	The school board or private school must submit the request to the Ministère de l'Éducation et de l'Enseignement supérieur (MÉES) using the <i>Programme local de 5 unités ou plus</i> form, available at https://CollecteInfo.education.gouv.qc.ca . A PDF version of the program must be included with this electronic form so that MÉES may examine the program and determine the number of credits it shall be assigned.	EA, ss. 96.16 and 463 APE, s. 33 BSR, s. 25
2.2 List of Elective Subjects for Which the Minister Has Established Programs of Study		
The Minister determines the list of elective subjects for which he establishes a program of study as well as the number of credits assigned to each of these subjects.	The attached Schedule contains a list of these elective subjects.	EA, s. 463 Schedule: <i>List of Elective Subjects for Which the Minister Has Established the Programs of Study</i>
2.3 Students Receiving Special Welcoming Services and French-Language Instructional Services		
<p>School boards may exempt students who are receiving special welcoming services and special French-Language instructional services from the provisions concerning the subject-time allocation. In these cases, the school board must use the <i>Intégration linguistique, scolaire et sociale</i> programs established by the Minister.</p> <p>In the case of students integrated into welcoming classes, the subject-time allocation must be as follows:</p> <ul style="list-style-type: none"> • <i>Intégration linguistique, scolaire et sociale</i> 65 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 application of the subject-time allocation, the school board can replace the periods allotted to French, language of instruction, with periods allotted to <i>Intégration linguistique, scolaire et sociale</i>.</p>	<p>Preschool Education Program Students receiving welcoming and French-language instructional services take the Preschool Education program.</p>	BSR, ss. 7; 23.2, para. 3

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
2.4 Elementary- and Secondary-Level Programs of Study: Compulsory Content		
2.4.1 Progression of Learning		
<p>Under the powers conferred upon the Minister by section 461 of the <i>Education Act</i>, the Minister has modified the programs of study that he had established for compulsory and elective elementary- and secondary-level subjects by adding stipulations on the progression of learning, except for the following programs: Integrative Project, 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 MEES website.</p> <p>The Progression of Learning documents for each program of study set out the 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>
2.4.2 Compulsory Content		
<p>Under the same section, the Minister has also stipulated that the broad areas of learning shall include:</p> <ul style="list-style-type: none"> • compulsory academic and career guidance content that must be integrated into the educational services offered to students • a compulsory cardiopulmonary resuscitation (CPR) training activity for Secondary III students • compulsory sexuality education content for each year of elementary and secondary school 	<p>Academic and career guidance</p> <ul style="list-style-type: none"> • The Minister has prescribed compulsory academic and career guidance content for Elementary Cycle Three. • The Minister has prescribed compulsory academic and career guidance content for Secondary Cycle One. • The Ministère offers training and support to the school boards and private schools. <p>Cardiopulmonary resuscitation (CPR) training</p> <ul style="list-style-type: none"> • The Minister has made a cardiopulmonary resuscitation (CPR) training activity compulsory for Secondary III students. • A new allocation has been added to school boards' operating budget rules. This makes it possible for all schools to hire an organization to offer CPR training to all students, or to train at least one voluntary CPR instructor per school, so that that this person can provide the training to all students. The schools are free to determine which of these means they prefer. 	<p><u>Academic and Career Guidance Content – Learning</u></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	<p>Sexuality education</p> <ul style="list-style-type: none"> • The Minister has made sexuality education content compulsory for every year from the beginning of elementary school to the end of secondary school. Sexuality education content for preschool is also available and may be offered by schools that wish to provide it. • The Ministère offers training and support to the school boards and private schools. Two new allocations have been added to the school boards' operating budgetary rules. An allocation of \$25 000 per school board makes it possible to free up staff to coordinate sexuality education in their schools. These agents will be entrusted with the mandate to provide training and support for school staff so that they can teach the compulsory content in sexuality education. An allocation of \$1000 per school frees up teaching staff in general education in the youth sector so that they can participate in training activities related to sexuality education. 	<p>Learning Content in Sexuality Education</p>
<p>2.5 Programs for Students With Moderate to Severe Intellectual Impairments</p>		
<p>2.5.1 Preschool Education Program</p>		
<p>The preschool education programs apply to all students, including those with moderate to severe intellectual impairments.</p>		<p>EA, s. 461</p>
<p>2.5.2 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 BSR) 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 	<p>These adapted programs of study are available on the MEES website.</p> <p>The <i>CASP Education Program: A Competency-Based Approach to Social Participation</i>, designed for students aged 6 to 15 with moderate to severe intellectual impairments, may be used on a voluntary basis during the 2018-2019 school year.</p>	<p>BSR, s. 23.2 BSR, Schedule II</p> <p>Programmes d'études adaptés : français, mathématique, sciences humaines – Enseignement primaire (in French only)</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
		CASP Education Program – A Competency-Based Approach to Social Participation
2.5.3 Secondary School Programs		
<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 BSR) from the application of the provisions concerning the subject-time allocation must offer students aged 12 to 15 the <i>Programmes d'études adaptés avec compétences transférables essentielles</i> (PACTE) for Secondary Cycle One (available in French only). Students aged 16 to 21 must be offered the adapted curriculum of the CHALLENGES program (the English equivalent of DÉFIS: <i>Démarche éducative favorisant l'intégration sociale</i>).</p>	<p>These adapted programs of study are available on the MEES website.</p> <p>Since September 1, 2010, it has no longer been possible to offer confessional Religious and Moral Instruction or Moral Education, listed in section 1 of the CHALLENGES program. The 50 hours associated with it must be added to the 100 hours of leeway accorded for local programs. These hours can be used to offer programs in the Arts or in Health and Physical Education, or the two types of courses. The course codes used for them must be local program codes.</p> <p>The CASP Education Program (<i>A Competency-Based Approach to Social Participation</i>), designed for students aged 6 to 15 with moderate to severe intellectual impairments, may be used on a voluntary basis during the 2018-2019 school year as a replacement for the <i>Programmes d'études adaptés avec compétences transférables essentielles</i> (PACTE).</p>	<p>BSR, s. 23.2 BSR, Schedule II <i>Info/Sanction</i>, No. 10-11-026</p> <p>Programmes d'études adaptés avec compétences transférables essentielles (PACTE) (in French only)</p> <p>Adapted curriculum: Challenges – An educational program that facilitates social integration – secondary level</p> <p>CASP Education Program: A Competency-Based Approach to Social Participation</p>
2.6 Programs for 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 BSR) from the application of the provisions concerning the subject-time allocation must use the Education Program for Students With a Profound Intellectual Impairment. This program is for students aged 4 to 21.</p>	<p>This education program is available on the MEES website.</p>	<p>BSR, s. 23.2 BSR, Schedule II Education Program for Students With a Profound Intellectual Impairment</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
3 EVALUATION OF LEARNING AND THE PROVINCIAL REPORT CARD		
3.1 Provincial Report Card		
<p>A standardized provincial report card has been compulsory in all Québec schools since July 1, 2011.</p> <p>Specific formats are provided for the student report card for preschool, elementary and secondary education, respectively. The report cards must include the information set out in the BSR.</p> <p>Gradual-implementation procedures with regard to the rules for the evaluation of learning for certain subjects will continue for the 2018-2019 school year.</p>	<p>In section 1 of the provincial report card, the information requested with respect to the student’s name can also consist of that student’s bar code and the name of his or her homeroom teacher or tutor, and the information regarding the student’s class can also include the identification number of his or her group.</p> <p>For each of the three terms covered by the provincial report card, a subject mark for each subject taught must be entered, as well as the group average.</p> <p>This provision may continue to be implemented gradually for the 2018-2019 school year, with the result that, for certain subjects, a subject mark and group average may not appear on the report card for Term 1 or Term 2. This may be the case when not enough evaluations have taken place during either of these terms. The subjects to which this may apply are listed below.</p> <p>At the elementary school level:</p> <ul style="list-style-type: none"> • Ethics and Religious Culture • Second language • Physical Education and Health • Arts Education: Drama, Visual Arts, Dance and Music <p>At the secondary school level:</p> <ul style="list-style-type: none"> • Subjects in Secondary I, II and III for which the number of hours of instruction set out in the BSR is 100 or less <p>The following procedures must be followed:</p> <ul style="list-style-type: none"> • The gradual-implementation procedures apply to the report card for Term 1 and Term 2, in accordance with the evaluation standards and procedures established by the school. • When the subject 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>EA, s. 459</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	<p>Term 3, with a weighting of 60 per cent, mainly involves marks from evaluations that the teacher has carried out since the end of Term 2. Where applicable, the evaluations at the end of the school year that cover the entire year's work for that subject may be included, as well as any compulsory examinations set by the school or school board.</p> <p>Furthermore, section 3 of the provincial report card must include, for Term 1 and Term 3, comments on two of the following four competencies: exercises critical judgment, organizes his or her work, communicates effectively, and works in a team.</p> <p>However, for the 2018-2019 school year, gradual-implementation procedures, which are still in effect, allow for the possibility of commenting on only one of the four competencies in the term considered to be the most appropriate.</p>	
<p>3.2 Issuing of the Report Card</p>		
<p>The BSR states that the report cards must be provided at the end of each term, no later than November 20, March 15 and July 10.</p>	<p>In accordance with the prescribed deadlines, the schools determine the dates on which the report cards are issued. However, when providing student results for the purpose of college applications, it is recommended that the schools provide the results for the first two report cards within the deadlines set by the colleges themselves, to allow students to present results that are as complete and recent as possible.</p>	<p>BSR, s 29.1</p>
<p>3.3 Possible Exemption From the Provisions Relating to Results on the Provincial Report Card</p>		
<p>The BSR 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 exempt students described in sections 3.3.1, 3.3.2 and 3.3.3 from the application of the provisions relating to results in section 2 of the report card prescribed by the BSR.</p>	<p>The modification of expected outcomes in connection with QEP requirements is an exceptional measure that enables a student to progress to the best of his or her ability with respect to the learning provided for in the QEP. It is agreed upon when developing the student's individualized education plan.</p>	<p>BSR, ss. 30.1, 30.2, 30.3 and 30.4</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
3.3.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Are Enrolled in Regular Classes or Special Classes at the Elementary or Secondary Level		
<p>An exemption from the provisions relating to section 2 of the report card prescribed by the BSR may be granted to students with handicaps, social maladjustments or learning disabilities, under the following conditions:</p> <ul style="list-style-type: none"> • The student has previously benefitted from regular targeted interventions by his or her teacher and one or more specialists. • The student's individualized education plan states that he or she is incapable of meeting the requirements of the Québec Education Program (QEP) and that, as a result, the requirements of the QEP have been modified for this student. <ul style="list-style-type: none"> – The exemption therefore applies to the subject or subjects concerned. <p>The exemption applies to:</p> <ul style="list-style-type: none"> • the group average, as described in section 30.1 of the BSR • the weighting for the terms, as described in the second paragraph of section 30.2 of the BSR • the obligation to use the Framework for the Evaluation of Learning, as described in the third paragraph of section 30.2 of the BSR • the obligation to include the student's result for an examination set by the Minister (20 per cent) 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 program of study have been modified for this student.</p>	<ul style="list-style-type: none"> • The student is not exempted from taking the subject, but only from the application of the provisions relating to results. • When the exemption is applied, a distinct course code, provided for this purpose and different from the regular course code, is used. This distinct course code signifies that the requirements of the program of study have been modified for this student. In addition, information must be indicated in the <i>Comments</i> area of the report card regarding the modified requirements, as stated in the student's individualized education plan. • The document entitled <i>Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students</i> serves as an aid to decision making, in particular when modifying expected outcomes with regard to QEP requirements. • The decision to modify the expected outcomes in connection with QEP requirements is taken jointly as part of the individualized education plan process that includes the participation of the parents and the student, if he or she is capable of participating. • The marks entered on these student's report cards are expressed as percentages. 	<p>BSR s. 30.4</p> <p><i>Info/Sanction</i>, no. 12-13-022A</p> <p><i>Info/Sanction</i>, no. 13-14-007</p> <p><i>Info/Sanction</i>, no. 13-14-30</p> <p><i>Info/Sanction</i>, no. 17-18-11</p> <p><i>Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students</i></p> <p>EA, s. 96.14</p> <p>BSR, ss. 30.1, 30.2 and 30.3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES																		
3.3.2 Students Who Have an Intellectual Impairment and Who Are Enrolled in Another Ministerial Program of Study																				
<p>a) Students with a moderate to severe intellectual impairment</p> <p>The exemption applies to all the provisions of sections 30.1, 30.2 and 30.3 of the BSR for students taking one of the following programs of study:</p> <ul style="list-style-type: none"> at the elementary level: Adapted programs of study in français, mathématiques and sciences humaines in Secondary Cycle One: <i>Programmes d'études adaptés avec compétences transférables essentielles</i> (PACTE) in Secondary Cycle Two: Students aged 16 to 21 must be offered the adapted curriculum of the CHALLENGES program (the English equivalent of DÉFIS: <i>Démarche éducative favorisant l'intégration sociale</i>). <p>The results recorded in section 2 of the report card prescribed by the BSR must be expressed using the following rating scale:</p> <table border="1" data-bbox="252 906 1139 1094"> <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>b) Students with a profound intellectual impairment</p> <p>For students enrolled in the Education Program for Students With a Profound Intellectual Impairment, the exemption applies to all the provisions of sections 30.1, 30.2 and 30.3 of the BSR.</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.	<p>The CASP Education Program may be used on a voluntary basis during the 2018-2019 school year. If it is chosen as a program of study for students aged 6 to 15 years, the Ministère will provide schools with a Guide to the Evaluation of Learning. This guide presents the scales of competency levels to be used for evaluation.</p> <p>For the CASP Education Program, the marks entered in section 2 of the report card prescribed by the <i>Basic school regulation</i> must take the following form, in double entry:</p> <p>Level of competency:</p> <table border="1" data-bbox="1204 976 2056 1213"> <tr> <td>5</td> <td>Advanced</td> </tr> <tr> <td>4</td> <td>Proficient</td> </tr> <tr> <td>3</td> <td>Intermediate</td> </tr> <tr> <td>2</td> <td>Basic</td> </tr> <tr> <td>1</td> <td>Emergent</td> </tr> </table>	5	Advanced	4	Proficient	3	Intermediate	2	Basic	1	Emergent	<p>BSR, ss. 30.1, 30.2 and 30.3</p> <p>Guide to the Evaluation of Learning: CASP Education Program</p> <p>SR, ss. 30.1, 30.2 and 30.3</p>
A	The student meets the requirements set for him/her very well.																			
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2	Basic																			
1	Emergent																			

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES																
<p>The results recorded in section 2 of the report card prescribed by the BSR must be expressed using the following rating scale:</p> <table border="1" data-bbox="249 337 1139 526"> <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.	<p>Degree of support provided by an adult:</p> <table border="1" data-bbox="1196 337 2045 526"> <tr> <td>A</td> <td>The student performs the tasks alone.</td> </tr> <tr> <td>B</td> <td>The student performs the tasks with occasional support.</td> </tr> <tr> <td>C</td> <td>The student performs the tasks with frequent support.</td> </tr> <tr> <td>D</td> <td>The student requires constant support to perform the tasks.</td> </tr> </table>	A	The student performs the tasks alone.	B	The student performs the tasks with occasional support.	C	The student performs the tasks with frequent support.	D	The student requires constant support to perform the tasks.	<p><i>Education Program for Students With a Profound Intellectual Impairment</i></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.																	
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B	The student performs the tasks with occasional support.																	
C	The student performs the tasks with frequent support.																	
D	The student requires constant support to perform the tasks.																	
<p>With regard to the record of learning, the results relating to the level of competency development, as recorded in section 2 of the report card prescribed by the BSR, must be expressed using the following rating scale:</p> <table border="1" data-bbox="249 722 1139 911"> <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>	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.	<p>The record of learning must be established at the times set out in the following document: <i>Scales of Competency Levels: Education Program for Students With a Profound Intellectual Impairment</i>.</p>	<p><i>Scales of Competency Levels: Education Program for Students With a Profound Intellectual Impairment</i></p>								
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.																	
<p>3.3.3 Students Enrolled in a Work-Oriented Training Path</p>																		
<p>a) Students enrolled in prework training</p> <p>The exemption applies to:</p> <ul style="list-style-type: none"> the group average, as described in section 30.1 of the BSR the weighting for the terms and marks expressed as percentages, as described in section 30.2 of the BSR the obligation to include the student's result for an examination set by the Minister (20 per cent) in the student's final mark, as described in section 30.3 of the BSR 		<p>BSR, ss. 30.1, 30.2 and 30.3</p> <p><i>Framework for the Evaluation of Learning</i></p>																

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES								
3.3.4 Students Receiving Special Welcoming and French-Language Instructional Services										
<p>School boards may exempt students who are receiving special welcoming services and special French-language instructional services from the provisions concerning student results.</p> <p>This exemption applies to:</p> <ul style="list-style-type: none"> the group average, as described in section 30.1 of the BSR the weighting for the terms, as described in the second paragraph of section 30.2 of the BSR the obligation to include the student’s result for an examination set by the Minister (20 per cent) 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 using the following rating scale:</p> <table border="1" data-bbox="252 878 1139 1068"> <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> </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 and 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 given 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 result is 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> programs in elementary and secondary schools, the <i>Paliers pour l'évaluation du français</i> documents (tools for evaluating French) are provided to teachers and serve as a reference when preparing report cards.</p>	<p>BSM, ss. 6, 7 and 30.4</p> <p>RP, art. 6, 7 et 30.4</p> <p>Intégration linguistique, scolaire et sociale (ILSS) - Elementary : Paliers pour l'évaluation du français (in French only)</p> <p>Intégration linguistique, scolaire et sociale (ILSS) - Secondary : Paliers pour l'évaluation du français (in French only)</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.									
3.4 Organization on a Semester Basis										
<p>A school board may authorize schools to depart from one or more provisions of the BSR regarding the report card if the organization of the school year for one or more subjects makes it impossible to adhere to these provisions.</p>	<p>This departure will exempt the school from having to issue report cards at the end of each of the three terms, as set out in the BSR, and from using the weighting assigned to each of these terms.</p>	<p>EA, s. 222</p>								

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
4 ADMISSION TO MINISTERIAL EXAMINATIONS		
<p>With regard to admission to a uniform examination, the <i>Basic school regulation</i> stipulates: "To be admitted to an examination set by the Minister, secondary students must have been legally enrolled in a school, and must have taken the corresponding program or received appropriate instruction at home following an exemption from school attendance in accordance with subparagraph 4 of the first paragraph of section 15 of the Education Act (c. I-13.3)."</p>	<p>No student may be prevented from taking 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>Before being admitted to a retake of a ministerial examination, students must demonstrate that they have taken the appropriate steps to consolidate their learning, and they must comply with the requirements established by the administration of the educational institution in accordance with the standards and procedures in effect.</p>	<p>EA, ss. 208 and 231 BSR, s. 31 <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i></p>
4.1 Examination Sessions		
<p>The Ministère holds three examination sessions each year for the examinations set by the Minister for the certification of studies: in December-January, May-June and July.</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>The schedules for the examination sessions will be communicated to the school system in a letter from the Assistant Deputy Minister and will be available on the website of the Direction de la sanction des études.</p> <p>Requests for departures from the official schedules between January and June must be submitted to the Direction de la sanction des études.</p>	<p>EA, ss. 231 and 470 <i>Exams and ministerial examinations</i> <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i></p>
4.2 Compulsory Examinations		
<p>Compulsory examinations are administered in Elementary 4, Elementary 6 and Secondary II. The BSR states that a student's result on a compulsory examination set by the Minister counts for 20 per cent 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 2018-2019 school year, the compulsory examinations are:</p> <p>Elementary 4</p> <ul style="list-style-type: none"> • Français, langue d'enseignement <ul style="list-style-type: none"> – Lecture – Écriture 	

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	<p>Elementary 6</p> <ul style="list-style-type: none"> • Français, langue d'enseignement <ul style="list-style-type: none"> – Lecture – Écriture • <i>English Language Arts</i> <ul style="list-style-type: none"> – Reading and writing • Mathematics <p>Secondary II</p> <ul style="list-style-type: none"> • Français, langue d'enseignement • Écriture 	

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
5 CERTIFICATIONS AND ATTESTATIONS		
5.1 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 have submitted to the Minister a request for authorization to offer a special school project and have obtained this authorization, which is granted for a period of three school years and may be renewed upon request.</p>	<p>The procedures for the issue and transmission of the Certificate are described in the <i>Info/Sanction</i> bulletin no. 13-14-008.</p> <p>Information on provisions for supervision for On-the-Job Training in a Recycling Facility is provided in the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p>	<p>EA, ss. 223 and 471</p> <p><i>Info/Sanction</i>, no. 13-14-008</p> <p>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations, section 2.2.4</p>
5.2 Attestation of Competencies for Adapted Programs of Study for Students With Moderate to Severe Intellectual Impairments		
<p>On the recommendation of the school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:</p> <ul style="list-style-type: none"> they have met the requirements of the programs that were taught 	<p>The requirements governing recommendations to issue an attestation of competencies are as follows:</p> <ul style="list-style-type: none"> Students must have completed at least 900 hours of training for all of the competencies under <i>Section I – Basic Subjects</i>. Students must have completed at least 1000 hours of training for both of the competencies under <i>Section II – Social Integration</i>. <p>For an attestation to be issued, a request must be submitted to the Direction de la sanction des Études at: Sanction.DSE@education.gouv.qc.ca. The request must contain the information indicated in section 2.2.3 of the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p>	<p>EA, s. 471</p> <p>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
5.3 Attestation of Competencies for the Educational Program for Students With a Profound Intellectual Impairment		
<p>On the recommendation of the school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:</p> <ul style="list-style-type: none"> they have met the requirements of the programs that were taught 	<p>The requirements governing recommendations to issue an attestation of competencies are as follows:</p> <ul style="list-style-type: none"> For the last three years of school attendance, students must have accumulated at least 600 hours of schooling each year. Students must have achieved at least the moderate level (level 2) for each of the competencies in the program. <p>For an attestation to be issued, a request must be submitted to the Direction de la sanction des Études at: Sanction.DSE@education.gouv.qc.ca. The request must contain the information indicated in section 2.2.3 of the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p>	<p>EA, s. 471</p> <p><i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i></p>
5.4 Certification for Students Using the Pework Training – Training for a Semiskilled Trade (PWT-TCST) Bridge		
<p>Upon the recommendation of the school board, the Minister awards the Training Certificate for a Semiskilled Trade, with mention of the semiskilled trade concerned, to a student who meets the following requirements:</p> <ul style="list-style-type: none"> The student has completed a minimum of 2700 hours of Pework Training. The student has successfully completed the practical training for the relevant semiskilled trade. 	<p>A student enrolled in the Pework Training path who, after his or her second year, uses the bridge to transition toward the Training for a Semiskilled Trade path cannot receive a certificate for both training programs, given that he or she cannot be enrolled in both programs concurrently.</p> <p>The procedures for the issue and transmission of the Training Certificate for a Semiskilled Trade are described in the <i>Info/Sanction</i> bulletin no. 13-14-008.</p>	<p><i>Info/Sanction</i>, no. 13-14-008</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
6 CONDITIONS FOR ADMISSION TO TRAINING FOR A SEMISKILLED TRADE		
6.1 General Conditions for Admission		
<p>The student may be admitted to Training for a Semiskilled Trade if, in addition to the conditions already set out in section 23.3 of the BSR, he or 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 Secondary Cycle One credits in those subjects • meets the special requirements established by the Minister for admission to the program leading to the semiskilled trade 	<p>The condition <i>has not earned the credits in the first cycle of the secondary level in those subjects</i>” should be understood to mean <i>has not earned the credits in Secondary II in those subjects</i>.</p>	<p>BSR, s. 23.5</p>
6.2 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 Prewrite Training to receive, during the third year of his or her training, instruction in the Preparation for a Semiskilled Trade program normally reserved for students in Training for a Semiskilled Trade.</p> <p>In the third year of Prewrite 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 		<p>BSR, s. 23.4</p> <p><u>The Directory of Semiskilled Trades</u></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
7 ADMISSION OF STUDENTS OVER THE AGE LIMIT		
<p>Beginning on the first day of the calendar for the 2018-2019 school year, any person to whom section 14 of the BSR applies may receive educational services provided in a school if he or she is likely to fulfill the requirements set by the BSR for obtaining, during this school year, one of the following:</p> <ul style="list-style-type: none"> • Secondary School Diploma • 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 BSR 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>The section of the budgetary rules pertaining to students over the age limit (<i>Dépassement de l'âge maximal</i>) contains the procedure for funding this measure.</p>	<p>BSR, s. 14</p> <p><u>Règles budgétaires des commissions scolaires pour les années scolaires 2018-2019 à 2020-2021 – Fonctionnement</u> (in French only)</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
8 BRIDGE BETWEEN TRAINING FOR A SEMISKILLED TRADE AND CERTAIN PROGRAMS LEADING TO A VOCATIONAL TRAINING DIPLOMA		
<p>Under the powers vested in him by section 465 of the <i>Education Act</i>, the Minister has approved, since 2009-2010, the establishment of a bridge that allows holders of a Training Certificate for Semiskilled Trade (TCST) to be admitted to certain programs of study leading to a Diploma of Vocational Studies (DVS). Candidates must meet all of the following conditions:</p> <ul style="list-style-type: none"> • be at least 16 years of age on September 30 of the school year during which he or she begins his or her vocational training • hold a TCST • have obtained the required credits in language of instruction, second language and mathematics for Secondary Cycle One in general education in the youth sector or for Secondary II in adult general education 	<p>All programs of study with prerequisites in Secondary III language of instruction, second language and mathematics are eligible for the TCST –DVS bridge.</p>	<p><u>Overview 2016-2017 Services and Programs of Study: Vocational Training</u></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
9 CONCURRENT ADMISSION TO A VOCATIONAL TRAINING PROGRAM LEADING TO A DIPLOMA OF VOCATIONAL STUDIES OR AN ATTESTATION OF VOCATIONAL SPECIALIZATION AND TO GENERAL EDUCATION		
<p>Under the <i>Basic vocational training regulation</i>, concurrent admission to a vocational training program and to general education is one of the four conditions for admission to vocational training.</p> <p>Students are admitted concurrently for one of the following three reasons:</p> <ul style="list-style-type: none"> to complete the general education prerequisites required to obtain a diploma in a vocational training program in which they are enrolled to obtain the credits they are missing to earn a Secondary School Diploma (SSD) to complete the general education prerequisites required for admission to college studies <p>Concurrent admission is designed for students who have earned Secondary III credits in the three core subjects, namely, language of instruction, second language and mathematics, and who have already confirmed their career choice. They will pursue their vocational training at the same time as their general education in Secondary IV or V in these subjects or in the missing subjects needed for an SSD or for admission to college.</p>	<p>Concurrent admission applies in two different ways:</p> <ul style="list-style-type: none"> Integrated schedule: The vocational training and general education courses are integrated to give the student a normal schedule. The school board organizes this schedule and ensures that general education accounts for a minimum of 20% and a maximum of 60% of the curriculum in a given school year. General education is adapted as much as possible to the vocational training program in which the student is enrolled. The school board accompanies and provides support to the student and teaching staff. <ul style="list-style-type: none"> The school boards' operating budget provides for allocations for students who have successfully obtained concurrent admission within an integrated schedule, and for teachers. Non-integrated schedule: The hours devoted to general education courses are added to those for vocational training. Students are responsible for organizing their course schedules for both types of courses. <p>The 2016-2017 administrative guide entitled <i>Concurrent Admission to a Vocational Training Program Leading to a Diploma of Vocational Studies or an Attestation of Vocational Studies and General Education</i> indicates that, since the 2014-2015 school year, the Minister has authorized the field testing of Secondary III pilot projects involving concurrent admission within an integrated schedule to vocational training and general education in the youth or adult sectors for all vocational training programs leading to a Diploma of Vocational Studies and requiring prerequisites in Secondary III language of instruction, second language, and mathematics.</p>	<p><u>Concurrent Admission to a Vocational Training Program Leading to a Diploma of Vocational Studies or an Attestation of Vocational Studies and General Education: Administrative Guide 2016-2017</u></p> <p><u>Règles budgétaires des commissions scolaires pour les années scolaires 2018-2019 à 2020-2021 – Fonctionnement</u> (in French only)</p>

SCHEDULE
LIST OF ELECTIVE SUBJECTS FOR WHICH THE MINISTER HAS ESTABLISHED A PROGRAM OF STUDY
Secondary Cycle Two

General Education and Applied General Education Paths

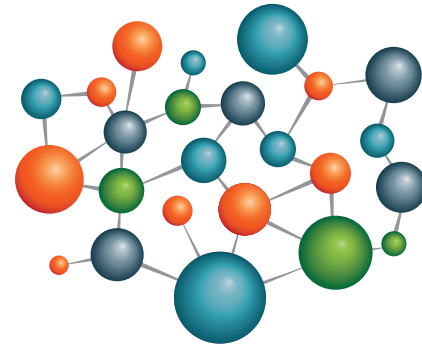
<p>Spanish as a Third Language <i>(141-304 or 641-304; 141-404 or 641-404; 141-504 or 641-504)</i> 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Science and the Environment <i>(058-402 or 558-402)</i> 2 credits</p>	<p>Secondary IV, Applied General Education Path</p>
<p>Environmental Science and Technology <i>(058-404 or 558-404)</i> 4 credits</p>	<p>Secondary IV, General Education Path</p>
<p>Physics <i>(053-504 or 553-504)</i> 4 credits</p>	<p>Secondary V</p>
<p>Chemistry <i>(051-504 or 551-504)</i> 4 credits</p>	<p>Secondary V</p>
<p>Drama <i>(170-304 or 670-304; 170-404 or 670-404; 170-504 or 670-504)</i> 4 credits</p>	<p>Secondary III, IV and V</p>

General Education and Applied General Education Paths

<p>Visual Arts <i>(168-304 or 668-304; 168-404 or 668-404; 168-504 or 668-504)</i> <i>4 credits</i></p>	<p>Secondary III, IV and V</p>
<p>Dance <i>(172-304 or 672-304; 172-404 or 672-404; 172-504 or 672-504)</i> <i>4 credits</i></p>	<p>Secondary III, IV and V</p>
<p>Music <i>(169-304 or 669-304; 169-404 or 669-404; 169-504 or 669-504)</i> <i>4 credits</i></p>	<p>Secondary III, IV and V</p>
<p>Drama and Multimedia <i>(170-394 or 670-394; 170-494 or 670-494; 170-594 or 670-594)</i> <i>4 credits</i></p>	<p>Secondary III, IV and V</p>
<p>Visual Arts and Multimedia <i>(168-394 or 670-394; 168-494 or 668-494; 168-594 or 668-594)</i> <i>4 credits</i></p>	<p>Secondary III, IV and V</p>
<p>Dance and Multimedia <i>(172-394 or 672-394; 172-494 or 672-494; 172-594 or 672-594)</i> <i>4 credits</i></p>	<p>Secondary III, IV and V</p>

General Education and Applied General Education Paths

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



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