

DIRECTIVES 2017-2018

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

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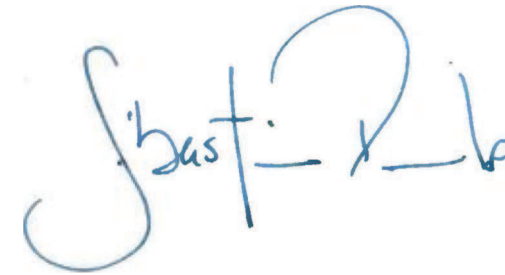
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Approved on:

A handwritten signature in blue ink, reading "Sébastien Proulx". The signature is written in a cursive style with a large initial 'S' and a stylized 'P'.

Sébastien Proulx
Minister of Education, Recreation and Sports

2017-2018 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* (chapter I-13.3, r. 5)

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The purpose of the 2017-2018 Directives is to inform the school boards and private schools of decisions made by the Minister of Education, Recreation and Sports for the 2017-2018 school year under the *Basic school regulation for preschool, elementary and secondary education* and the *Education Act*.

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
1 DEPARTURES FROM THE LIST OF SUBJECTS		
1.1 Departures Authorized by School Boards and Private Schools		
<p>School boards and private schools that grant departures from the list of subjects by virtue of the <i>Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education</i> (RDLS), for the purpose of carrying out a special school project applicable to a group of students, must send the information required under 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 children 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 et des services éducatifs complémentaires at the following address: DASSEC@education.gouv.qc.ca.</p>	<p>EA, ss. 222 and 459 APE, s. 30 RDLS, s. 1, first para, 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 requesting 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>
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 et de l'Enseignement supérieur (MEES) 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 MEES may examine the program and determine the number of credits it shall be assigned.</p>	<p>EA, ss. 96.16 and 463 APE, s. 33 BSR, s. 25</p>

2.2 List of Elective Subjects for Which the Minister 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.	Schedule 1 contains a list of these elective subjects.	EA, s. 463 Schedule 1: <i>List of Elective Subjects for Which the Minister 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 • <i>Mathematics</i>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

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 he had established for compulsory and elective elementary- and secondary-level subjects by adding information on students' Progression of Learning, except for the following programs: Integrative Project, Personal Orientation Project, Exploration of Vocational Training and Entrepreneurship.</p> <p>Under the same section, the Minister also made academic and career guidance content compulsory. This content falls under the broad areas of learning and must be part of the educational services provided to students.</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>The Minister made six elements of content in academic and career guidance compulsory for Elementary Cycle Three</p>	EA, s. 461
3 EVALUATION OF LEARNING AND 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 2017-2018 school year.</p>	<p>In section 1 of the provincial report card, the information requested regarding the student's name can also consist of that student's bar code as well as 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 2017-2018 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>	EA, s. 459

	<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>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 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 or her work, communicates effectively, and works in a team.</p> <p>However, for the 2017-2018 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>	
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3.2 Issuing of the Report Card		
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.	In accordance with the prescribed deadlines, the schools determine the dates on which the report cards will be 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.	BSR, s 29.1
3.3 Possible Exemption From the Provisions Relating to Results in the Provincial Report Card		
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.” 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.		BSR, ss. 30.1, 30.2, 30.3 and 30.4
3.3.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Are Integrated Into Regular Classes at the Elementary or Secondary Level or Who Are Enrolled in a Special Class 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: <ul style="list-style-type: none"> The student has previously benefitted from regular targeted interventions by his or her teacher and one more specialists. The student’s individualized education plan states that he or she is 	<ul style="list-style-type: none"> The student is not exempted from 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 Comments 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 expectations concerning the 	BSR s. 30.4 <i>Info/Sanction,</i> no. 12-13-022A <i>Info/Sanction,</i> no. 13-14-007 <i>Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students</i>

<p>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.</p> <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>	<p>requirements of the Québec Education Program.</p> <ul style="list-style-type: none"> • The decision to modify the anticipated 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, ss. 30.1, 30.2 and 30.3</p>
<p>3.3.2 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Have an Intellectual Impairment and Who Are Enrolled in an Adapted Ministerial Program of Study</p> <p>a) Students with a profound intellectual impairment</p> <p>For students 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 BSR 		

The results recorded in section 2 of the report card prescribed by the BSR for students in the ministerial program for students with a profound intellectual impairment must be expressed using the following rating scale:

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.

The results recorded in section 2 of the report card prescribed by the BSR for students in the ministerial program for students with a profound intellectual impairment and relating to the record of learning as regards the degree of competency development must be expressed using the following rating scale:

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

b) Students with moderate to severe intellectual impairments

For students in the ministerial programs for students with moderate to severe intellectual impairments, the exemption applies to:

- all the provisions of sections 30.1, 30.2 and 30.3 of the BSR

The results recorded in section 2 of the report card prescribed by the BSR must be expressed in the following form:

- The record of learning is issued at the times set out in the document *Scales of Competency Levels: Education Program for Students With a Profound Intellectual Impairment*.

The CASP Education Program - A *Competency-Based Approach to Social Participation* may be used on a voluntary basis during the 2017-2018 school year. If chosen as a program of study, the Ministère will provide schools with a support guide for the evaluation of learning. This guide presents the scales of competency levels to be used for evaluation.

For the CASP Education Program, the marks entered in section 2 of the report card prescribed by the *Basic school regulation* must take the following form, in double entry:

[Education Program for Students With a Profound Intellectual Impairment](#)

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

[Guide to the evaluation of learning - CASP Education Program](#)

<table border="1"> <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 meets 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 meets the requirements set for him/her.	<p>Level of competency:</p> <table border="1"> <tr> <td>5</td> <td>Competent</td> </tr> <tr> <td>4</td> <td>Advanced</td> </tr> <tr> <td>3</td> <td>Intermediate</td> </tr> <tr> <td>2</td> <td>Novice</td> </tr> <tr> <td>1</td> <td>Beginner</td> </tr> </table> <p>Degree of support provided by the adult:</p> <table border="1"> <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>	5	Competent	4	Advanced	3	Intermediate	2	Novice	1	Beginner	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.	
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 meets the requirements set for him/her.																											
5	Competent																											
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A	The student performs the tasks alone.																											
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C	The student performs the tasks with frequent support.																											
D	The student requires constant support to perform the tasks.																											
<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 sections 30.1 of the BSR the weighting for the terms and marks expressed as percentages, as described in section 30.2 of 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 BSR <p>The results recorded in section 2 of the report card prescribed by the BSR must be communicated using the following rating scale:</p>	<p>The report card must contain a subject mark for each subject taught as well as a detailed mark for each competency in the following subjects: language of instruction, second language and Mathematics.</p>	<p><i>Evaluation of student learning</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.
D	The student does not meet the requirements set for him/her.

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 the following rating scale:

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

In both cases, the results are based on the Framework for the Evaluation of Learning for the Work-Oriented Training Path, established by the Minister for each program of study.

b) Students enrolled in Training for a Semiskilled Trade

The exemption applies to:

- the group average, as described in section 30.1 of 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

A rating of A or B is used to indicate that a student has successfully completed a given subject.

The marks entered on these students' report cards are expressed as percentages.

3.3.4 Students Receiving Special Welcoming and French-Language Instructional Services

School boards may exempt students who are receiving special welcoming services and special French-language instructional services from the provisions concerning student results.

The exemption applies to:

- 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

The results recorded in the elementary or secondary school student’s report card are expressed using the following rating scale:

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.

Note: The above key refers to the requirements set for the student.

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.

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.

- In subjects to which the exemption applies, the result 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.

For the *Intégration linguistique, scolaire et sociale* programs in elementary and secondary schools, the *Paliers pour l’évaluation du français* documents (tools for evaluating French) are provided to teachers and serve as a reference when preparing report cards.

BSR ss. 6, 7 and 30.4

Intégration linguistique, scolaire et sociale (ILSS) - Elementary Level : [*Paliers pour l’évaluation du français*](#)

Intégration linguistique, scolaire et sociale (ILSS) - Secondary Level: [*Paliers pour l’évaluation du français*](#)

3.4 Organization on a Semester Basis		
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.	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.	EA, s. 222
4 ADMISSION TO MINISTERIAL EXAMINATIONS AND CERTIFICATION		
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.		EA, ss. 208 and 231 BSR, s. 31
4.1 Examination Sessions		
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.	The schedules for the examination sessions will be communicated to the school system in a letter from Assistant Deputy Minister and will be available on the website of the Direction de la sanction des études.	EA, ss. 231 and 470
The dates and times for the uniform and compulsory examinations must be strictly observed. Only the Minister may authorize a change to the schedule	Requests for departures from the official schedules between January and June must be submitted to the Direction de la sanction des études. 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> .	<i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>

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 2017-2018 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 <p>Elementary 6</p> <ul style="list-style-type: none"> • Français, langue d'enseignement <ul style="list-style-type: none"> - Lecture - Écriture • English Language Arts <ul style="list-style-type: none"> - Reading and writing • Mathematics <p>Secondary II</p> <ul style="list-style-type: none"> • Français, langue d'enseignement <ul style="list-style-type: none"> - Écriture 	
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 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> (section 2.2.4).</p>	<p>EA, ss. 223 and 471</p> <p><i>Info/Sanction</i>, no. 13-14-008</p> <p><u>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</u></p>

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 	<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>. 	EA, s. 471
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 	<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. 	EA, s. 471
4.6 Certification for Students Using the Prework 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 Prework Training. The student has successfully completed the practical training for the semiskilled trade. 	<p>A student enrolled in the Prework 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>	<i>Info/Sanction</i> , no. 13-14-008

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 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 “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>	<p>BSR, s. 23.5</p>
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 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 Prework Training, a student may take the 375 hours of Preparation for a Semiskilled Trade out of the prescribed time for the Work Skills program, if he or she meets the following conditions:</p> <ul style="list-style-type: none"> • has successfully completed the Work Skills program in the second year of his or her training • meets the special requirements established by the Minister for admission to the program leading to the semiskilled trade 		<p>BSR, s. 23.4</p> <p><i>Directory of Semiskilled Trades</i></p>

6	STUDENTS WITH IMPAIRMENTS: PROGRAMS		
6.1 Students With Moderate to Severe Intellectual Impairments			
6.1.1 Preschool Program	The Preschool Program is offered to all students, including those with moderate to severe intellectual impairments.	EA, s. 461	
6.1.2 Elementary 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 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 2017-2018 school year.</p>	<p>BSR, s. 23.2 BSR, Schedule II</p> <p><i>Programmes d'études adaptés : Français, Mathématique, Sciences humaines - Enseignement primaire</i> (in French only)</p> <p><i>CASP Education Program - A Competency Based Approach to Social Participation</i></p>
6.1.3 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>Confessional Religious and Moral Instruction or Moral Education, listed in section 2.2.1 of the CHALLENGES program, may no longer be offered. 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. The course codes used for them must be local program codes.</p>	<p>BSR, s. 23.2 BSR, Schedule II</p> <p><i>Programmes d'études adaptés avec compétences transférables essentielles (PACTE)</i> (in French only)</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 2017-2018 school year.	Adapted curriculum : <u><i>CHALLENGES : An educational approach that facilitates social integration – secondary level</i></u> <u><i>CASP Education Program - A Competency Based Approach to Social Participation</i></u>
6.2 Students With Profound Intellectual Impairments		
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 provision concerning the subject-time allocations for elementary and secondary school must offer these students 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.	This program is available on the MEES website.	BSR, s. 23.2 and Schedule II <u><i>Education Program for Students With a Profound Intellectual Impairment</i></u>
7 ADMISSION OF STUDENTS OVER THE AGE LIMIT		
Beginning on the first day of the calendar for the 2017-2018 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: <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 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.	The section of the budgetary rules pertaining to students over the age limit contains the procedure for funding this measure.	BSR, s. 14 <u><i>Règles budgétaires des commissions scolaires pour l'année scolaire 2017-2018 - Fonctionnement</i></u> (in French only)

8	PROVISIONAL BRIDGE FROM SEMISKILLED TRADES TO CERTAIN VOCATIONAL TRAINING PROGRAMS	
	<p>It should be noted that the <i>Administrative Document Services and Programs of Study - Vocational Training 2017-2018</i> (point 8.3) states that the Minister has approved a provisional 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).</p>	<p><u><i>Services and Programs of Study - Vocational Training 2017-2018</i></u></p>

SCHEDULE 1

LIST OF ELECTIVE SUBJECTS FOR WHICH THE MINISTER ESTABLISHED THE PROGRAMS OF STUDY

Secondary Cycle Two

General Education and Applied General Education Paths

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

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

