

GENERAL EDUCATION IN YOUTH SECTOR :
PRESCHOOL, ELEMENTARY SCHOOL AND SECONDARY SCHOOL
1999-2000 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION

Québec 

GENERAL EDUCATION IN THE YOUTH SECTOR

1999-2000 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION

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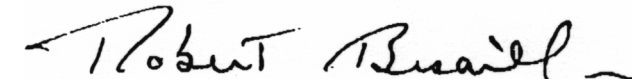
**Changes made to the 1998-99 Directives
are highlighted in grey.**

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Handwritten signature of Robert Bisailon in black ink.

ROBERT BISAILLON,
Assistant Deputy Minister
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PAULINE CHAMPOUX-LESAGE,
Deputy Minister

Effective 1 July 1999

ABBREVIATIONS

- ACSE: *An Act respecting the Conseil supérieur de l'éducation* (R.S.Q., c. C-60)
- BSR 1: *Basic school regulation for preschool and elementary school education*
Order in Council 73-90, 24 January 1990, *Gazette officielle du Québec*, 14 February 1990, Part 2, page 435
- BSR 2: *Basic school regulation for secondary school education*
Order in Council 74-90, 24 January 1990, *Gazette officielle du Québec*, 14 February 1990, Part 2, page 440
Amended by Order in Council 1636-92, 11 November 1992, *Gazette officielle du Québec*, 25 November 1992, Part 2, page 4999
Amended by Order in Council 586-94, 27 April 1994, *Gazette officielle du Québec*, 11 May 1994, Part 2, page 1586
Amended by Order in Council 514-96, 1 May 1996, *Gazette officielle du Québec*, 15 May 1996, Part 2, page 2217
- EA: *Education Act* (R.S.Q., c. I-13.3)
as amended by Chapter 96 of the Statutes of 1997
- PE: *An Act respecting private education* (R.S.Q., c. E-9.1)
as amended by Chapters 87 and 96 of the Statutes of 1997
- RPC: *Regulation of the Protestant Committee of the Conseil supérieur de l'éducation regarding Protestant moral and religious education as well as the recognition of educational institutions as Protestant*
Order in Council 967-91, 10 July 1991, *Gazette officielle du Québec*, 1991, Part 2, page 2879
An Act respecting the Conseil supérieur de l'éducation, section 22
- RRR: *Regulation respecting the recognition of elementary and secondary schools of the public school system as Catholic and their confessional character*
Order in Council 1857-87, 9 December 1987, *Gazette officielle du Québec*, 1987, Part 2, page 4300
Amended by Order in Council 112-88, 27 January 1988, *Gazette officielle du Québec*, 10 February 1988, Part 2, page 1179
Amended by Order in Council 1579-90, 4 November 1990, *Gazette officielle du Québec*, 18 November 1990, Part 2, page 2847
Amended by Order in Council 85-92, 23 January 1992, *Gazette officielle du Québec*, 1992, Part 2, page 866
Amended by Order in Council 1551-93, 9 November 1993, *Gazette officielle du Québec*, 1993, Part 2, page 6029

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| <p>1. PURPOSE</p> <p>The purpose of these Directives is to inform the school boards and private schools of decisions made by the Minister of Education for the 1999-2000 school year under the <i>Education Act</i>, and to provide them with information on the application of the <i>Basic school regulation for preschool and elementary school education</i> and the <i>Basic school regulation for secondary school education</i>, particularly in view of the amendments to the <i>Education Act</i>.</p> <p>The provisions of these regulations should be read in the light of the amendments made to the <i>Education Act</i> by Chapter 96 of the Statutes of 1997.</p> <p>2. PROGRAMS</p> <p>2.1 Programs Established by the Minister</p> <p>With respect to the education reform, the implementation process for programs in preschool education and the first cycle of elementary school begins in September 1999. The 1999-2000 school year is devoted to training and development activities to enable teaching personnel to become familiar with the programs.</p> <p>The subject-time allocation of the current regulations is thus applicable at all levels in 1999-2000.</p> <p>As of 1 July 1 1999, the following programs for compulsory subjects and elective subjects are added to the existing list of programs slated for obligatory implementation.</p> | <p>Regulations passed under legislative provisions that have been replaced remain in force insofar as they are compatible with the new provisions.</p> <p>2. PROGRAMS</p> <p>2.1 Programs Established by the Minister</p> <p>In September 2000-2001, implementation of the programs for the first cycle of elementary school will be compulsory in all schools.</p> <p>The implementation process for programs in the second cycle of elementary school will begin in September 2000, according to the same terms and conditions as programs in the first cycle.</p> | <p><i>Interpretation Act</i> (R.S.Q., c. I-16, s. 13)</p> <p>EA, s. 461, pars. 1 and 2; s. 463, par. 1</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>2.1.1 <i>Preschool Education</i></p> <p>Elective program:</p> <p>The Preschool Education program (16-1089).</p> <p>2.1.2 <i>Elementary Education</i></p> <p>2.1.2.1 <i>In French Schools</i></p> <p>Compulsory program:</p> <p>Enseignement moral et religieux catholique, Elementary 3 (32-2108).</p> <p>Elective program:</p> <p>The elementary level Anglais, langue seconde, program (16-2214).</p> <p>2.1.3 <i>Secondary Education</i></p> <p>2.1.3.1 <i>In French and English Schools</i></p> <p>Compulsory programs:</p> <ul style="list-style-type: none"> • Français, langue d'enseignement (16-3486), Secondary III; • Mathematics 514 (16-3301-10A) and Mathematics 536 (16-3301-22A). | <p>2.1.2 <i>Elementary Education</i></p> <p>2.1.2.1 <i>In French Schools</i></p> <p>Compulsory program:</p> <p>The Elementary 3 program is compulsory in September 1999. The Elementary 1 and 2 programs have been compulsory since September 1998.</p> <p>2.1.3 <i>Secondary Education</i></p> <p>2.1.3.1 <i>In French and English Schools</i></p> <p>The secondary level Français, langue d'enseignement, program must be implemented progressively over five years.</p> | |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>2.1.3.2 In French Schools</p> <p>Elective programs:</p> <ul style="list-style-type: none"> • Enseignement moral et religieux catholique, Secondary I (32-3111); • Musique, Secondary III (16-3584); • Musique, Secondary IV and V (16-3585). <p>2.1.3.3 In French and English Schools</p> <p>A modification (Module 7.3) has been made to the History of Québec and Canada program. This modification is compulsory.</p> <p>2.1.3.4 In English Schools</p> <p>Compulsory programs:</p> <ul style="list-style-type: none"> • Catholic Religious and Moral Instruction, Elementary 1, 2 and 3 (32-2108A). | <p>2.1.3.3 In French and English Schools</p> <p>The Secondary IV History of Québec and Canada program is compulsory. Module 7.3 of this program has been modified. The modification was optional in all schools as of 1 July 1998.</p> | |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>2.2 Local Programs</p> <p>2.2.1 Approval of Local Programs</p> <p>According to the new provisions of the <i>Education Act</i>, local programs are approved by the school principal.</p> <p>Local programs in Catholic or Protestant moral and religious instruction, however, must be submitted to the Catholic or Protestant committee of the Conseil supérieur de l'éducation for approval.</p> <p>The assigning of more than four credits for a local program at the secondary level must be authorized by the Minister.</p> | <p>2.2 Local Programs</p> <p>2.2.1 Approval of Local Programs</p> <p>If no SESAME code is suitable for a local program of up to four credits, the school board must apply to the Ministère de l'Éducation for a new code, using form 50-2.</p> <p>The school board must submit the school's request on form 50-2 and attach two copies of the program so that the Ministère may determine the number of credits to be assigned to the program.</p> | <p>EA, s. 96.15(1) BSR 2, s. 36 <i>Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector</i> (hereinafter referred to as Admin. Man.) 16-7175 and 16-7175A</p> <p>Form 50-2</p> <p>ACSE, s. 22 RPC, s. 3(3) RRR, s. 8.1 EA, s. 96.16, par. 2 and s. 463, par. 2 BSR 2, s. 36 Form 50-2</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>2.2.2 Approval of a Local Program to Replace a Program Established by the Minister</p> <p>The Minister of Education may authorize, on the conditions he determines, a local program to replace a program established by the Minister where a student or category of student is unable to take advantage of the programs established by the Minister.</p> <p>2.2.3 Experimental Program for the Diversification of Career Options in Vocational Education (Youth Sector)</p> <p>In the Experimental Program for the Diversification of Career Options in Vocational Education (Youth Sector), one year of career exploration may be offered to general education students.</p> <p>If offered, this course must be part of the block of electives for Secondary IV or V. A maximum of four credits will be recognized for Secondary IV or V.</p> | <p>2.2.2 Approval of a Local Program to Replace a Program Established by the Minister</p> <p>The school board must submit a request for the replacement of a program for the Minister's approval. It must also submit the local program to the Minister for approval.</p> <p>2.2.3 Experimental Program for the Diversification of Career Options in Vocational Education (Youth Sector)</p> <p>The main purpose of this exploration is to allow students to determine their preference for or level of interest in vocational education. The program must be developed locally by the schools using the appropriate codes available in the SESAME system.</p> <p><i>It should be remembered, however, that in the target schools on the island of Montréal, career exploration may begin as early as Secondary I.</i></p> | <p>EA, s. 222.1, par. 3</p> <p>EA, ss. 85, 96.15, par. 1(1), 96.16 and 463</p> <p><i>A New Direction for Success: Ministerial Plan of Action for the Reform of the Education System, p. 25</i></p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>3. EVALUATION AND CERTIFICATION OF STUDIES</p> <p>3.1 Standards and Methods of Evaluation</p> <p>The attainment by children in preschool education of the development objectives determined in the program of activities is evaluated in accordance with standards and methods decided by the school principal on the basis of a proposal by the teachers.</p> <p>The attainment by students in elementary and secondary education of the learning objectives determined in the programs of study and of certain aspects of general development is evaluated in accordance with standards and methods decided by the school principal on the basis of a proposal by the teachers, or by the Minister, in keeping with their respective responsibilities.</p> <p>3.2 Report Cards at the Secondary Level</p> <p>A result expressed as a percentage must appear at least on the final report card of the year in Secondary IV and V.</p> | <p>3.1 Standards and Methods of Evaluation</p> <p>Sections 37 and 49 of the <i>Basic school regulation for preschool and elementary school education</i> and section 41 of the <i>Basic school regulation for secondary school education</i> must be read in the light of the amendments to the <i>Education Act</i> (s. 96.15, par. 1(4)).</p> | <p>BSR 1, ss. 37 and 49 BSR 2, s. 41 EA, s. 96.15, par. 1(4)</p> <p>BSR 2, ss. 43, 44 and 70</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>3.3 Transitional Rules for the Certification of Secondary Studies</p> <p>The application of the certification system provided for in section 69 of the <i>Basic school regulation for secondary school education</i> is suspended. To obtain a Secondary School Diploma, students must accumulate 54 credits in Secondary IV and V, at least 20 of which must be at the Secondary V level or in vocational education. The following credits are compulsory:</p> <ul style="list-style-type: none"> • 6 credits in language of instruction, Secondary V; • 4 credits in second language instruction, Secondary IV or V, for students whose language of instruction is French; • 4 credits in second language instruction, Secondary V, for students whose language of instruction is English; • 4 credits in History of Québec and Canada, Secondary IV. <p>Courses passed in programs of study leading to semi-skilled occupations (Section 2) should not be taken into consideration in the granting of a Secondary School Diploma.</p> <p>3.4 Examinations Set by the Minister</p> <p>3.4.1 Admission to Ministry Examinations</p> <p>No student may be barred from writing an examination set by the Minister because he or she has not attended a sufficient number of classes or because his or her school marks are too low.</p> | <p>3.3 Transitional Rules for the Certification of Secondary Studies</p> <p>Since September 1997, in order to be admitted to a college program, a person must have:</p> <ul style="list-style-type: none"> • obtained a Secondary School Diploma (SSD); • successfully completed: <ul style="list-style-type: none"> • Secondary IV physical science; • Secondary V second language; • Secondary V mathematics or an equivalent Secondary IV mathematics course (068-436 or 568-436). <p>Special conditions for admission to programs of study leading to a college diploma (Diplôme d'études collégiales; DEC) may be applicable in addition to the general conditions stated above.</p> | <p>BSR 2, s. 69 <i>Info-sanction</i> no. 195, 1996-03-05</p> <p><i>College Education Regulations (Order in Council 1006-93, 14 July 1993, amended by Orders in Council 551-95, 26 April 1995, and 962-98, 21 July 1998), ss. 2 to 4</i></p> <p>EA, s. 231</p> <p>BSR 2, s. 71 EA, s. 208</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>3.4.2 Examination Sessions (see the Schedules to these Directives)</p> <p>The Ministère holds three examination sessions each year: in August, January and June.</p> <p>The dates and times for the compulsory and uniform examinations must be strictly observed and only the Minister may authorize a change to the schedule.</p> <p>3.5 Certification in Life Skills and Work Skills Education (Youth Sector) and in On-the-job Training in a Recycling Facility</p> <p>Certification in life skills and work skills education (youth sector) and in on-the-job training in a recycling facility may be awarded jointly by the school board and the Minister to students who have successfully completed the Life Skills and Work Skills Education (Youth Sector) or the On-the-job Training in a Recycling Facility program.</p> <p>4. STUDENT SERVICES</p> | <p>3.4.2 Examination Sessions</p> <p>The schedule for the June 2000 examination session will be forwarded to the school boards by means of an addendum to these Directives.</p> <p>3.5 Certification in Life Skills and Work Skills Education (Youth Sector) and in On-the-job Training in a Recycling Facility</p> <p>School boards that wish to award a certificate in life skills and work skills education (youth sector) to students who have successfully completed the program must request recognition of the program by the Minister. (Certificates in on-the-job training in a recycling facility are subject to the same management process.) The school board must send its request describing the organization of this learning path to the regional office of the Ministère in its territory before 31 December of the school year in which it intends to issue the first certificates.</p> <p>4. STUDENT SERVICES</p> <p>The orientation of the Ministère de l'Éducation with regard to student services is stipulated in the document <i>School: A Place to Grow, Organizational Framework for Student Services</i> (28-1795 and 28-1795A). All information documents in this area produced by the Ministère, or in collaboration with the Ministère, up until 1995 are listed in <i>Les complémentaires. Répertoire d'ouvrages de référence pour les services complémentaires</i>.</p> | <p>EA, s. 470 BSR 2, s. 72 Admin. Man. 16-7175, 16-7175A</p> <p>EA, s. 471 BSR 2, s. 77(4)</p> <p>Documents 16-1532 and 16-1532A <i>Info-sanction</i> no. 244, 1997-10-28</p> <p>EA, s. 224 BSR 1, ss. 4-15 BSR 2, ss. 3-14 Document 19-7007</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>5. MISCELLANEOUS PROVISIONS</p> <p>5.1 Preschool Education</p> <p><i>5.1.1 Five-year-old Students</i></p> <p>Since 1 July 1997, school boards must provide full-time educational services for five-year-old students.</p> <p><i>5.1.2 Four-year-old Students Living in Economically Disadvantaged Areas and Four-year-old Students with Handicaps</i></p> <p>Any four-year-old student living in an economically disadvantaged area and any four-year-old student with a handicap may be exempted from the provisions of sections 29 and 34 of the basic school regulation (number of school days and length of school day) by the school board, on the following condition:</p> <p>In the organization of kindergarten classes with parent effectiveness training sessions, the school board must ensure that:</p> <ul style="list-style-type: none"> • a minimum of 144 half-days, at a rate of 4 half-days per week, are devoted to educational services; • a minimum of 9 hours and 25 minutes per week are spent on educational services, and 2 hours and 20 minutes per week are devoted to the parent effectiveness training session. | <p>5. MISCELLANEOUS PROVISIONS</p> <p>5.1 Preschool Education</p> <p><i>5.1.1 Five-year-old Students</i></p> <p>Although schooling is still not obligatory for children under six, five-year-olds will have access to full-time kindergarten classes.</p> <p><i>5.1.2 Four-year-old Students Living in Economically Disadvantaged Areas and Four-year-old Students with Handicaps</i></p> <p>Developmental activities may be offered to four-year-olds whose parents participate in parent effectiveness training sessions. These sessions are optional and are organized in cooperation with parents.</p> | <p>BSR 1, s. 32</p> <p>EA, s. 447(10)</p> <p>BSR 1, s. 55, par. 1; ss. 29 and 34; Schedule I</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>5.1.3 Students with Moderate to Severe Mental Handicaps</p> <p>5.1.3.1 In French and English Schools</p> <p>The school board may use the adapted preschool program and the Preschool Education program, implemented on a trial basis.</p> <p>5.1.4 Procedures for Integration</p> <p>In preschool education, some days may be used to welcome parents and children.</p> <p>5.2 Preschool and Elementary Education</p> <p>5.2.1 Students with Visual Impairments</p> <p>The school board may use the Braille program for students who are functionally blind.</p> | <p>5.1.4 Procedures for Integration</p> <p>This provision does not exempt school boards from the application of section 29 of the <i>Basic school regulation for preschool and elementary school education</i>.</p> | <p>Documents 19-5000 and 19-5000A</p> <p>BSR 1, s. 29</p> <p>Document 19-6000</p> |

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| <p>5.2.2 Exemptions for Humanitarian Reasons or to Avoid Serious Harm to a Student</p> <p>Section 56 of the <i>Basic school regulation for preschool and elementary school education</i> is no longer applicable as a result of the coming into force of the new section 222 of the <i>Education Act</i>. Under paragraph 2 of this section, the school board may, under conditions stated in the section, exempt a student from the application of a provision of the <i>Basic school regulation</i> for humanitarian reasons or to avoid serious harm to the student.</p> <p>In the case of an exemption from the rules governing certification of studies referred to in section 460, the school board must apply to the Minister.</p> | | <p>EA, s. 222 BSR 1, s. 56</p> |
| <p>5.2.3 Procedures for the Gradual Implementation of the Provisions of the Basic School Regulations Concerning the List of Subjects and the Rules for Evaluation of Learning and Certification of Studies</p> | <p>As a result of changes to section 459 of the <i>Education Act</i>, section 58 of the <i>Basic school regulation for preschool and elementary school education</i> is in part no longer applicable. Section 459 of the act as amended allows the Minister to establish procedures for the gradual implementation of the provisions of the basic school regulations concerning the list of subjects and the rules for evaluation of learning and certification of studies.</p> | <p>EA, s. 459 BSR 1, s. 58</p> |
| <p>5.3 Elementary Education</p> <p>5.3.1 Students with Moderate to Severe Mental Handicaps</p> <p>5.3.1.1 In French Schools</p> <p>The school board must use the adapted French, mathematics and social studies programs. It may use the trial version of the adapted physical education program.</p> | | <p>Documents 19-5002, 19-5002A and 12-5038</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| <p>5.3.1.2 In English Schools</p> <p>The school board may use the following programs:</p> <ul style="list-style-type: none"> • Language for Life; • Mathematics; • Social Studies. <p>5.4 Elementary and Secondary Education</p> <p>5.4.1 In French and English Schools</p> <p>5.4.1.1 Students with Profound Mental Handicaps and Students with Severe Developmental Disorders</p> <p>School boards that want to exempt these students from the application of section 44 of the <i>Basic school regulation for preschool and elementary school education</i> or section 35 of the <i>Basic school regulation for secondary school education</i> concerning the subject-time allocation must offer them programs designed to help them acquire practical skills and appropriate attitudes in the areas of cognitive skills, communication skills, motor skills, social skills, emotional development and life skills so that these students may acquire greater autonomy in the various environments in which they live.</p> <p>However, hearing impaired students are not exempt from the application of these sections.</p> | | <p>EA, s. 447(10) BSR 1, s. 55, par. 2 Schedule II BSR 2, s. 77(1) and (3) Schedule, nos. 1 and 3</p> <p>BSR 1, s. 44 BSR 2, s. 35</p> |

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| <p>5.4.2 In French Schools</p> <p>5.4.2.1 Students Receiving Welcoming or Francization Services</p> <p>School boards that want to exempt these students from the application of section 44 of the <i>Basic school regulation for preschool and elementary school education</i> or section 35 of the <i>Basic school regulation for secondary school education</i> concerning the subject-time allocation may use the following subject-time allocation:</p> <ul style="list-style-type: none"> • French 65% • Mathematics 20% • Other subjects 15% <p>5.5 Secondary Education</p> <p>5.5.1 Students Aged 13 to 15 with Moderate to Severe Mental Handicaps</p> <p>School boards that want to exempt these students from the application of section 35 of the <i>Basic school regulation for secondary school education</i> concerning the subject-time allocation may use the adapted programs with essential transferable competencies (PACTE) offered in their trial versions.</p> <p>5.5.2 Students Aged 16 to 21 with Moderate to Severe Mental Handicaps</p> <p>School boards that want to exempt these students from the application of section 35 of the <i>Basic school regulation for secondary school education</i> concerning the subject-time allocation may use the adapted program <i>Démarche éducative favorisant l'intégration sociale (DÉFIS)</i> or the program <i>Challenges: An Educational Approach That Facilitates Social Integration</i>, implemented on a trial basis.</p> | | <p>EA, s. 447(10) BSR 1, s. 55 BSR 2, s. 77(5)</p> <p>BSR 2, s. 77(2) Schedule, no. 2 Document 19-5004</p> <p>EA, s. 447(10) BSR 2, ss. 77(2) and 35</p> <p>Documents 19-5001 and 19-5001-AP</p> |

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| <p>5.5.3 Students in Individualized Paths for Learning in Life Skills and Work Skills Education</p> <p>School boards that want to exempt these students from the application of section 35 of the <i>Basic school regulation for secondary school education</i> concerning the subject-time allocation must use the following subject-time allocation:</p> <table border="1" data-bbox="284 571 1131 1166"> <thead> <tr> <th></th> <th>YEAR 1</th> <th>YEAR 2</th> </tr> <tr> <th></th> <th colspan="2">TIME</th> </tr> </thead> <tbody> <tr> <td colspan="3">GENERAL EDUCATION</td> </tr> <tr> <td>Language of Instruction</td> <td>100 hr.</td> <td>50 hr.</td> </tr> <tr> <td>Mathematics</td> <td>100 hr.</td> <td>50 hr.</td> </tr> <tr> <td>Second Language</td> <td>50 hr.</td> <td></td> </tr> <tr> <td>Catholic Religious and Moral Instruction, Protestant Moral and Religious Education, or Moral Education</td> <td>50 hr.</td> <td>50 hr.</td> </tr> <tr> <td>Introduction to the World of Work</td> <td>50 hr.</td> <td>50 hr.</td> </tr> <tr> <td>Life Skills Education</td> <td>100 hr.</td> <td>100 hr.</td> </tr> <tr> <td colspan="3">PRACTICAL EDUCATION</td> </tr> <tr> <td>Work Skills Education</td> <td>200 hr.</td> <td>450 hr.</td> </tr> <tr> <td>LEEWAY</td> <td>250 hr.</td> <td>150 hr.</td> </tr> <tr> <td>TOTAL</td> <td>900 hr.</td> <td>900 hr.</td> </tr> </tbody> </table> | | YEAR 1 | YEAR 2 | | TIME | | GENERAL EDUCATION | | | Language of Instruction | 100 hr. | 50 hr. | Mathematics | 100 hr. | 50 hr. | Second Language | 50 hr. | | Catholic Religious and Moral Instruction, Protestant Moral and Religious Education, or Moral Education | 50 hr. | 50 hr. | Introduction to the World of Work | 50 hr. | 50 hr. | Life Skills Education | 100 hr. | 100 hr. | PRACTICAL EDUCATION | | | Work Skills Education | 200 hr. | 450 hr. | LEEWAY | 250 hr. | 150 hr. | TOTAL | 900 hr. | 900 hr. | | <p>EA, s. 447(10) BSR 2, s. 77(4) Schedule, No. 4</p> |
| | YEAR 1 | YEAR 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | TIME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GENERAL EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Language of Instruction | 100 hr. | 50 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 100 hr. | 50 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Second Language | 50 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Catholic Religious and Moral Instruction, Protestant Moral and Religious Education, or Moral Education | 50 hr. | 50 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to the World of Work | 50 hr. | 50 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Life Skills Education | 100 hr. | 100 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PRACTICAL EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Work Skills Education | 200 hr. | 450 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEEWAY | 250 hr. | 150 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 900 hr. | 900 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|--|------------------------|------------------------------------|
| <p>5.5.4 Exemptions for Humanitarian Reasons or to Avoid Serious Harm to a Student or to Carry Out a Special School Project</p> <p>Section 78 of the <i>Basic school regulation for secondary school education</i> is no longer applicable as a result of the coming into force of the new section 222 of the <i>Education Act</i>. Under paragraph 2 of this section, the school board may, under conditions stated in the section, exempt a student from the application of a provision of the basic school regulation for humanitarian reasons or to avoid serious harm to the student. However, in the case of an exemption from the rules governing certification of studies referred to in section 460, the school board must apply to the Minister.</p> <p>In addition, under paragraph 3 of section 222 of the <i>Education Act</i>, the school board may permit a departure from a provision of the basic school regulation so that a special school project applicable to a group of students may be carried out. In the case of a departure from the list of subjects, the school board must obtain the authorization of the Minister in accordance with section 459 of the act.</p> | | <p>EA, s. 222 BSR 2, s. 78</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
|--|--|--------------------------|
| <p><i>5.5.7 Definitions: Students with Handicaps and Students with Learning or Adjustment Difficulties</i></p> | <p><i>5.5.7 Definitions: Students with Handicaps and Students with Learning or Adjustment Difficulties</i></p> <p>The document entitled <i>Interpretation of the Definitions Used to Classify Students with Handicaps or Learning or Adjustment Difficulties</i> contains the definitions.</p> | <p>Document 51-5365A</p> |

SCHEDULES FOR THE AUGUST 1999 AND JANUARY 2000 EXAMINATION SESSIONS

SCHEDULE FOR THE AUGUST 1999 EXAMINATION SESSION

| EXAMINATIONS IN FRENCH | | | EXAMINATIONS IN ENGLISH | | |
|-------------------------------|--|--------------------|--------------------------------|----------------------------------|---------|
| 2 AUGUST 1999 | | | 2 AUGUST 1999 | | |
| 08:45-11:45 | Français, production d'un discours écrit | 132-560 | 09:00-11:00 | English Language Arts (Part I) | 630-516 |
| 13:00-15:30 | Anglais Production d'un discours écrit* Compréhension d'un discours oral et d'un discours écrit | 136-470 136-480 | 13:00-15:30 | English Language Arts (Part II) | 630-516 |
| 3 AUGUST 1999 | | | 3 AUGUST 1999 | | |
| 13:00-15:00 | Sciences physiques 416 | 056-416 | 08:45-11:45 | English Language Arts (Part III) | 630-516 |
| | | | 13:00-15:00 | Physical Science 416 | 556-416 |
| 4 AUGUST 1999 | | | 4 AUGUST 1999 | | |
| 08:45-11:30 | Anglais Production d'un discours écrit* Compréhension d'un discours oral et d'un discours écrit | 136-570 136-580 | 08:45-10:45 | French Reading* | 634-570 |
| | | | 13:30-15:30 | French Listening | 634-580 |
| 5 AUGUST 1999 | | | 5 AUGUST 1999 | | |
| 08:45-10:45 | Histoire du Québec et du Canada | 085-414 | 08:45-10:45 | History of Québec and Canada | 585-414 |
| | | | 13:30-15:30 | French Writing | 634-560 |

* Educational institutions may administer the Production d'un discours oral (136-470 and 136-570) and French Speaking (634-590) examinations before 2 August 1999.

SCHEDULE FOR THE JANUARY 2000 EXAMINATION SESSION

| EXAMINATIONS IN FRENCH | | | EXAMINATIONS IN ENGLISH | | |
|------------------------|--|--------------------|-------------------------|----------------------------------|---------|
| 9 DECEMBER 1999 | | | | | |
| 08:45-11:45 | Français, production d'un discours écrit | 132-560 | | | |
| 17 JANUARY 2000 | | | 17 JANUARY 2000 | | |
| 09:00-11:30 | Anglais Production d'un discours écrit* Compréhension d'un discours oral et d'un discours écrit | 136-470 136-480 | 09:00-11:00 | English Language Arts (Part I) | 630-516 |
| | | | 13:00-15:30 | English Language Arts (Part II) | 630-516 |
| 18 JANUARY 2000 | | | 18 JANUARY 2000 | | |
| 13:00-15:00 | Sciences physiques 416 | 056-416 | 08:45-11:45 | English Language Arts (Part III) | 630-516 |
| | | | 13:00-15:00 | Physical Science 416 | 556-416 |
| 19 JANUARY 2000 | | | 19 JANUARY 2000 | | |
| 08:45-11:30 | Anglais Production d'un discours écrit* Compréhension d'un discours oral et d'un discours écrit | 136-570 136-580 | 08:45-10:45 | French Reading* | 634-570 |
| | | | 13:30-15:30 | French Listening | 634-580 |
| 20 JANUARY 2000 | | | 20 JANUARY 2000 | | |
| 08:45-10:45 | Histoire du Québec et du Canada | 085-414 | 08:45-10:45 | History of Québec and Canada | 585-414 |
| | | | 13:30-15:30 | French Writing | 634-560 |

* Educational institutions may administer the Production d'un discours oral (136-470 and 136-570) and French Speaking (634-590) examinations before 17 January 2000.

