

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

**2000-2001 DIRECTIVES**

**MINISTÈRE DE L'ÉDUCATION**

**Québec** 

**GENERAL EDUCATION IN THE YOUTH SECTOR**

**2000-2001 DIRECTIVES**

**MINISTÈRE DE L'ÉDUCATION**

**Coordination:**

Direction de la formation générale des jeunes

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**Changes made to the 1999-2000 Directives  
are highlighted in grey.**

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Ministère de l'Éducation, 2000

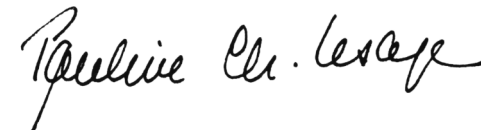
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Approved on June 27, 2000

Handwritten signature of Robert Bisailon in black ink.

ROBERT BISAILLON  
Assistant Deputy Minister  
Preschool, Elementary School and Secondary School Education

Handwritten signature of Pauline Chamoux-Lesage in black ink.

PAULINE CHAMPOUX-LESAGE  
Deputy Minister

Effective **1 July 2000**

## 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
- BSR:** *Basic school regulation for preschool, elementary and secondary school education*  
as published in the *Gazette officielle du Québec*, 14 June 2000
- EA: *Education Act* (R.S.Q., c. I-13.3)  
Amended by chapter 96 of the statutes of 1997
- PE: *An Act respecting private education* (R.S.Q., c. E-9.1)  
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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**Appendices:** Schedule for the August 2000 Examination Session

Schedule for the January 2001 Examination Session

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><b>1. PURPOSE</b></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 2000-2001 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, elementary and secondary school education</i>.</p> <p><b>2. SUBJECT-TIME ALLOCATION</b></p> <p><b>2.1 Elementary Education</b></p> <p>The subject-time allocation for Elementary Cycle One is stipulated of the <i>Basic school regulation for preschool, elementary and secondary school education</i>.</p>	<p><b>2. SUBJECT-TIME ALLOCATION</b></p>	<p>EA, s. 459</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES																								
<p style="text-align: center;"><b>CYCLE ONE</b> <b>Grades 1 and 2</b></p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 70%;"><b>COMPULSORY SUBJECTS</b></th> <th style="text-align: right;"><b>TIME</b></th> </tr> </thead> <tbody> <tr> <td>Language of instruction</td> <td style="text-align: right;">9 h</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: right;">7 h</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">16 h</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Religious or moral instruction</td> <td style="text-align: right;">2 h</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>French, second language</td> <td></td> </tr> <tr> <td>Art</td> <td></td> </tr> <tr> <td>Physical education and health education</td> <td></td> </tr> <tr> <td><i>Unapportioned time</i></td> <td style="text-align: right; border-top: 1px solid black;"><b>5 h 30</b></td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>23 h 30</b></td> </tr> </tbody> </table> <p>For the Art program, each year two of the following four artistic subjects must be taught:</p> <ul style="list-style-type: none"> <li>&gt; drama</li> <li>&gt; visual arts</li> <li>&gt; dance</li> <li>&gt; music</li> </ul>	<b>COMPULSORY SUBJECTS</b>	<b>TIME</b>	Language of instruction	9 h	Mathematics	7 h		16 h	<hr/>		Religious or moral instruction	2 h	<hr/>		French, second language		Art		Physical education and health education		<i>Unapportioned time</i>	<b>5 h 30</b>	<b>TOTAL</b>	<b>23 h 30</b>		<p>EA, s. 461 BSR, s. 22</p>
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<p>The first paragraph of section 22 of the <i>Basic school regulation for preschool, elementary and secondary school education</i> concerning the subject-time allocation will apply to Elementary Cycle Two in 2001-2002 and to Elementary Cycle Three in 2002-2003. However, school boards with schools wishing to progressively implement the new programs and the new subject-time allocation for Elementary Cycle Two and Cycle Three may do so, providing the following conditions are met: the new ministry program exists, the school's governing board and teachers have been consulted and the financing rules for 2000-2001 have been complied with.</p> <p>Consequently, section 44 of the <i>Basic school regulation for preschool and elementary school education</i> will continue to apply as follows:</p> <p><b>The subject-time allocation for Elementary Cycle Two and Cycle Three is as follows:</b></p> <table border="1" data-bbox="190 876 1166 1412"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Hours per week</th> </tr> <tr> <th>Grade 3</th> <th>Grades 4, 5 and 6</th> </tr> </thead> <tbody> <tr> <td>• Language of instruction (French or English)</td> <td>7</td> <td>7</td> </tr> <tr> <td>• Mathematics</td> <td>5</td> <td>4</td> </tr> <tr> <td>• Confessional moral and religious instruction or moral education</td> <td>2</td> <td>2</td> </tr> <tr> <td>• Physical education</td> <td>2</td> <td>2</td> </tr> <tr> <td>• Art</td> <td>2</td> <td>2</td> </tr> <tr> <td>• Social studies (history, geography, economic activities and culture)</td> <td>2</td> <td>2</td> </tr> <tr> <td>• Natural science</td> <td>1</td> <td>1.5</td> </tr> <tr> <td>• French as a second language</td> <td>2</td> <td>2</td> </tr> <tr> <td>• Personal and social education</td> <td>–</td> <td>–</td> </tr> <tr> <td>• English as a second language</td> <td>0</td> <td>2</td> </tr> </tbody> </table>		Hours per week		Grade 3	Grades 4, 5 and 6	• Language of instruction (French or English)	7	7	• Mathematics	5	4	• Confessional moral and religious instruction or moral education	2	2	• Physical education	2	2	• Art	2	2	• Social studies (history, geography, economic activities and culture)	2	2	• Natural science	1	1.5	• French as a second language	2	2	• Personal and social education	–	–	• English as a second language	0	2		<p>EA, s. 459 BSR 1, s. 44</p>
		Hours per week																																			
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PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>Every year, school boards must offer two of the following four artistic subjects:</p> <ul style="list-style-type: none"> <li>➤ drama</li> <li>➤ visual arts</li> <li>➤ dance</li> <li>➤ music</li> </ul> <p><b>2.2 Secondary Education</b></p> <p>The provisions of the <i>Basic school regulation for preschool, elementary and secondary school education</i>, as stipulated in the first paragraph of section 23, will be applied progressively starting in the 2003-2004 school year, until 2006-2007. Consequently, section 35 of the <i>Basic school regulation for secondary school education</i> will apply as follows:</p>		<p>EA, s. 459 BSR 2, s. 35</p>

PROVISIONS		ADDITIONAL INFORMATION					REFERENCES
<b>SUBJECTS</b>	<b>NUMBER OF CREDITS PER YEAR</b>						
<b>COMPULSORY SUBJECTS</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>		
Language of instruction (French or English)	6	6	6	6	6		
Second language (English or French)	4	4	4	4	4		
Mathematics	6	6	4	6	4		
Physical education	2	2	2	2	2		
Confessional moral and religious instruction or moral education	2	2	2	2	2		
Art	4	4					
Biology			4				
Ecology	4						
Economics					4		
Geography of Québec and Canada			4				
General geography	4						
History of Québec and Canada				4			
General history		4					
Physical science		4		6			
Home economics		4					
Career choice education			1	1	1		
Personal and social education	2		1	1	1		
Introduction to technology			4				
<b>ELECTIVE SUBJECTS</b>	<b>2</b>		<b>4</b>	<b>4</b>	<b>12</b>		
School boards will apply one or both of the following two pedagogical organization models for art in Secondary Cycle One:							

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><b>Model 1</b></p> <p>In Secondary I, a student enrolls in a four-credit program in one of the artistic subjects that a school board may offer, that is, drama, visual arts, dance and music.</p> <p>In Secondary II, the student continues in the same subject in a four-credit program.</p> <p>At the end of Secondary Cycle One, the student will have accumulated 200 hours, or eight credits, in the same subject.</p> <p><b>Model 2</b></p> <p>In Secondary I, a student enrolls in two of the artistic subjects that the school board may offer, that is, drama, visual arts, dance and music.</p> <p>Two credits are assigned to each program.</p> <p>In Secondary II, the student continues in <u>one</u> of the two subjects selected in Secondary I, in a four-credit program.</p> <p>At the end of Secondary Cycle One, the student will have accumulated 150 hours, or six credits, in one artistic subject.</p>		

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><b>3. PROGRAMS</b></p> <p><b>3.1 Programs Established by the Minister</b></p> <p>With regard to the education reform, the implementation of programs in preschool education and the first cycle of elementary school begins in 2000-2001.</p> <p>With regard to Elementary Cycle Two, the 2000-2001 school year will be devoted to training and development activities to enable teaching personnel to become familiar with the programs.</p> <p>As of 1 July 2000, the following compulsory and elective programs are added to the existing list of programs subject to obligatory implementation.</p> <p><b>3.1.1 <i>Preschool Education</i></b></p> <p><i>3.1.1.1 Students With Moderate to Severe Intellectual Impairments</i></p> <p>3.1.1.1.1 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><b>3. PROGRAMS</b></p> <p><b>3.1 Programs Established by the Minister</b></p> <p>In September 2000-2001, implementation of the programs for the first cycle of elementary school is 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><b>Implementation calendar for preschool and elementary education</b></p> <p>2000-2001 - Preschool and Elementary Cycle One  2001-2002 - Elementary Cycle Two  2002-2003 - Elementary Cycle Three</p>	<p>EA, s. 461, pars. 1 and 2; s. 463, par.1</p> <p>EA, s. 459, par. 2</p> <p>Documents 19-5000 and 19-5000A</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><i>3.1.1.2 Students With Visual Impairments</i></p> <p>The school board may use the Braille program for students who have a visual impairment or who are functionally blind.</p> <p><b>3.1.2 Elementary Education</b></p> <p><i>3.1.2.1 Students With Visual Impairments</i></p> <p>The school board may use the Braille program for students who have a visual impairment or who are functionally blind.</p> <p><b>3.1.3 Secondary Education</b></p> <p><i>3.1.3.1 In French and English Schools</i></p> <p>Compulsory programs:</p> <ul style="list-style-type: none"> <li>• Français, langue d'enseignement (16-3486), Secondary <b>IV</b></li> <li>• Mathématique 426 (13-3300)</li> <li>• Mathématique 526 (13-3301)</li> <li>• Mathematics 426 (13-3300A)</li> <li>• Mathematics 526 (13-3301A)</li> </ul>	<p><b>3.1.3 Secondary Education</b></p> <p><i>3.1.3.1 In French and English Schools</i></p> <p>The secondary-level Français, langue d'enseignement, program must be implemented progressively over five years.</p>	<p>Document 19-6000</p> <p>Document 19-6000</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><i>3.1.3.2 In French Schools</i></p> <p>Elective programs:</p> <ul style="list-style-type: none"> <li>• Enseignement moral et religieux catholique, Secondary IV (32-3111), subject to the approval of the Catholic committee and authorization from the Minister</li> <li>• Musique, Secondary III (16-3584)</li> <li>• Musique, Secondary IV and V (16-3585)</li> </ul> <p><b>3.2 Local Programs</b></p> <p><b>3.2.1 Approval of Local Programs</b></p> <p>According to the provisions of the <i>Education Act</i>, local programs are approved by the school principal.</p> <p>Local programs in Catholic Religious and Moral Instruction or Protestant Moral and Religious Education, however, must be submitted to the Catholic or Protestant committee of the Conseil supérieur de l'éducation for approval.</p>	<p><b>3.2 Local Programs</b></p> <p><b>3.2.1 Approval of Local Programs</b></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>EA, s. 96.15, par. 1(1)            BSR, s. 25  <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            Form 50-2</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>The assigning of more than four credits for a local program at the secondary level must be authorized by the Minister.</p> <p><b>3.2.2 Approval of a Local Program to Replace a Program Established by the Minister</b></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><b>3.2.3 Program for the Diversification of Career Options in Vocational Education (Youth Sector)</b></p> <p>In the 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>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><b>3.2.2 Approval of a Local Program to Replace a Program Established by the Minister</b></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><b>3.2.3 Program for the Diversification of Career Options in Vocational Education (Youth Sector)</b></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 <b>target</b> schools on the island of Montréal, career exploration may begin as early as Secondary I.</i></p>	<p>ACSE, s. 22 RPC, s. 3(3) RRR, s. 8.1 EA, s. 96.16, par. 2; s. 463, par. 2 BSR, s. 25 Form 50-2</p> <p>EA, s. 222.1, par. 3</p> <p>EA, s. 85; s. 96.15, par. 1(1); s. 96.16; 463, par. 2 <i>A New Direction for Success: Ministerial Plan of Action for the Reform of the Education System,</i> p. 25</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><b>4. EVALUATION OF LEARNING</b></p> <p><b>4.1 Standards and Methods of Evaluation</b></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><b>4.2 Report Cards at the Secondary Level</b></p> <p>A result expressed as a percentage must appear at least on the final report card of the school year in Secondary IV and V.</p> <p><b>4.3 Examinations Set by the Minister</b></p> <p><b>4.3.1 Admission to Uniform Examinations</b></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>BSR, s. 28 EA, s. 96.15, par. 1(4)</p> <p>BSR, s. 30(15); s. 34, par. 1</p> <p>EA, s. 208; s. 231, par. 1 BSR, s. 31</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><b>4.3.2 Examination Sessions</b> (see the Schedules to these Directives)</p> <p>The Ministère holds three examination sessions each school 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><b>5. CERTIFICATION OF STUDIES</b></p> <p><b>5.1 Transitional Rules for the Certification of Secondary Studies</b></p> <p>The application of the certification rules prescribed by section 32 of the <i>Basic school regulation for preschool, elementary and secondary school education</i> is planned for the 2007-2008 school year. Until that time, 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"> <li>- 6 credits in language of instruction, Secondary V;</li> <li>- 4 credits in second language instruction, Secondary IV or V, for students whose language of instruction is French;</li> <li>- 4 credits in second language instruction, Secondary V, for students whose language of instruction is English;</li> <li>- 4 credits in History of Québec and Canada, Secondary IV.</li> </ul> <p>Courses passed in programs of study leading to semi-skilled occupations (Option 2) may not be taken into consideration in the granting of a Secondary School Diploma.</p>	<p><b>4.3.2 Examination Sessions</b></p> <p>The schedule for the June 2001 examination session will be forwarded to the school boards by means of an addendum to these Directives.</p> <p><b>5.1 Transitional Rules for the Certification of Secondary Studies</b></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"> <li>- obtained a Secondary School Diploma (SSD);</li> <li>- successfully completed: <ul style="list-style-type: none"> <li>• Secondary IV physical science;</li> <li>• Secondary V second language;</li> <li>• Secondary V mathematics or an equivalent Secondary IV mathematics course (068-436 or 568-436).</li> </ul> </li> </ul> <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>EA, s. 470 Admin. Man. 16-7175 and 16-7175A</p> <p>DBSR, s. 32 EA, s. 459, par. 2 <i>Info-Sanction</i>, no. 195 1996-03-05 <i>College Education Regulations</i> (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</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><b>5.2 On-the-Job Training in a Recycling Facility</b></p> <p>Certification 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 On-the-Job Training in a Recycling Facility program.</p> <p><b>6. MISCELLANEOUS PROVISIONS</b></p> <p><b>6.1 Preschool Education</b></p> <p><b>6.1.1 Five-year-old Students</b></p> <p>Since 1 July 1997, school boards must provide full-time educational services for five-year-old students.</p> <p><b>6.1.2 Four-year-old Students Living in Economically Disadvantaged Areas and Four-year-old Students With Handicaps</b></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 by the school board from the application of section 16 and the second paragraph of section 17 of the <i>Basic school regulation for preschool, elementary and secondary school education</i> (number of school days and minimum number of hours spent per week on educational services) on the following condition:</p>	<p><b>5.2 On-the-Job Training in a Recycling Facility</b></p> <p>School boards that wish to award a certificate in on-the-job training in a recycling facility to students who have successfully completed the program must first have obtained authorization from the Minister for this individualized learning path.</p> <p><b>6. MISCELLANEOUS PROVISIONS</b></p> <p><b>6.1 Preschool Education</b></p> <p><b>6.1.1 Five-year-old Students</b></p> <p>Although schooling is still not obligatory for children under six, all five-year-olds will have access to full-time kindergarten classes.</p> <p><b>6.1.2 Four-year-old Students Living in Economically Disadvantaged Areas and Four-year-old Students With Handicaps</b></p>	<p>EA, s. 471 BSR, s. 23, par. 2(7) <i>Info-Sanction</i>, no. 244 1997-10-28</p> <p>BSR, s. 12, par. 1; s. 16; s. 17, par. 1</p> <p>EA, s. 447, par. 2(10) BSR, s. 16; s. 17, par. 2 Schedule I</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<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"> <li>- a minimum of 144 half-days, at a rate of 4 half-days per week, are devoted to educational services;</li> <li>- 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.</li> </ul> <p><b>6.1.3 Procedures for Integration</b></p> <p>In preschool education, some days may be used to welcome parents and children.</p> <p><b>6.2 Elementary Education</b></p> <p><b>6.2.1 Students With Moderate to Severe Intellectual Impairments</b></p> <p><i>6.2.1.1 In French Schools</i></p> <p>The school board may use the adapted French, mathematics and social studies programs. It may use the trial version of the adapted physical education program.</p>	<p>Developmental activities may be offered to four-year-olds whose parents participate in parent effectiveness training sessions. These developmental activities are optional and are organized in cooperation with parents.</p> <p><b>6.1.3 Procedures for Integration</b></p> <p>This provision does not exempt school boards from the application of sections 16 and 17 of the <i>Basic school regulation for preschool, elementary and secondary school education</i>.</p>	<p>BSR, s. 16; s. 17</p> <p>BSR, s. 22, par. 3 Documents 19-5002, 19-5002A and 12-5038</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><i>6.2.1.2 In English Schools</i></p> <p>The school board may use the following programs:</p> <ul style="list-style-type: none"> <li>• Language for Life</li> <li>• Mathematics</li> <li>• Social Studies</li> </ul> <p><b>6.3 Elementary and Secondary Education</b></p> <p><b>6.3.1 In French and English Schools</b></p> <p><i>6.3.1.1 Students With Profound Intellectual Impairments, With Pervasive Developmental Disorders or With Psychopathological Disorders</i></p> <p>School boards that wish to exempt this category of student from the application of provisions concerning the subject-time allocation must offer these students 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>EA, s. 447, par. 2(10)</p> <p>BSR, s. 22, Elementary Cycle One</p> <p>BSR 1, s. 44, Elementary Cycle Two and Cycle Three</p> <p>BSR 2, s. 35</p> <p>BSR, s. 22, par. 3; s. 23, par. 2</p> <p>BSR, Schedule II</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><b>6.3.2 In French Schools</b></p> <p><i>6.3.2.1. Students Receiving Special Welcoming Services or Special French-Language Instructional Services</i></p> <p>School boards that wish to exempt this category of student from the application of provisions concerning the subject-time allocation may use the following subject-time allocation:</p> <ul style="list-style-type: none"> <li>- French 65 percent</li> <li>- Mathematics 20 percent</li> <li>- Other subjects 15 percent</li> </ul> <p><b>6.4 Secondary Education</b></p> <p><i>6.4.1 Students With Moderate to Severe Intellectual Impairments</i></p> <p>School boards that wish to exempt this category of student from the application of provisions concerning the subject-time allocation must:</p> <ul style="list-style-type: none"> <li>- for students aged 13 to 15 years, use the adapted programs with essential transferable competencies (PACTE) offered in their trial versions; and</li> <li>- for students aged 16 to 21 years, 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>, offered in their trial versions.</li> </ul>		<p>EA, s. 447, par. 2(10)  BSR, s. 22; s. 23  BSR 1, s. 44  BSR 2, s. 35</p> <p>BSR 2, s. 35  BSR, s. 23, par. 3  BSR, Schedule II  Document 19-5004</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p><b>6.4.2</b> <i>Establishment of a special school project for students 16-18 years of age or 21 years of age (the handicapped)</i></p> <p>School boards that wish to exempt this category of student from the application of provisions concerning the subject-time allocation in order to establish a special school project for educational success must:</p> <ol style="list-style-type: none"> <li>1. request the authorization of the minister</li> <li>2. form a group of students distinct from regular classes</li> <li>3. offer students one of the paths indicated below: <ul style="list-style-type: none"> <li><b>A) For students wishing to enter vocational education programs</b></li> </ul> </li> </ol> <p>Students must obtain <b>24 credits</b>. Among the required credits, <b>the credits</b> listed below are <b>compulsory</b>:</p> <ul style="list-style-type: none"> <li>• English, language of instruction, Secondary III and/or Secondary IV</li> <li>• French, second language, Secondary III and/or Secondary IV</li> <li>• Mathematics, Secondary III and/or Secondary IV</li> <li>• Catholic Religious and Moral Instruction or Protestant Moral and Religious Education or Moral Education, Secondary III and/or Secondary IV</li> </ul> <p>For the remaining credits, the school must offer students ministerial programs already figuring in the subject-time allocation for regular education, or elective subjects, or local programs.</p>		<p>EA, s. 222, par. 3; s. 459, par. 3 BSR 2, s. 35</p>



PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>Persons referred to in section 14 of the <i>Basic school regulation for preschool, elementary and secondary school education</i> who have been admitted to vocational education programs without the general education credits that are prerequisites to their programs of study are also eligible to receive educational services in a school.</p>		

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

**2000-2001 DIRECTIVES**

**ADDENDUM OF 7 MARS 2000**

**Québec** 

**16-0096-14-2A**

## HORAIRE DE LA SESSION D'EXAMEN D'AOÛT 2000

ÉPREUVES EN LANGUE FRANÇAISE			ÉPREUVES EN LANGUE ANGLAISE		
<b>1<sup>er</sup> AOÛT 2000</b>			<b>1<sup>er</sup> AOÛT 2000</b>		
<b>08:45 - 11:45</b>	Français, écriture	128-560	<b>09:00 - 11:00</b>	English Language Arts (Part I)	630-516
<b>13:00 - 15:30</b>	Anglais * Production d'un discours écrit Compréhension d'un discours oral et d'un discours écrit	136-470 136-480	<b>13:00 - 15:30</b>	English Language Arts (Part II)	630-516
<b>2 AOÛT 2000</b>			<b>2 AOÛT 2000</b>		
<b>13:00 - 15:00</b>	Sciences physiques 416	056-470	<b>08:45 - 11:45</b> <b>13:00 - 15:00</b>	English Language Arts (Part III) Physical Sciences 416	630-516 556-470
<b>3 AOÛT 2000</b>			<b>3 AOÛT 2000</b>		
<b>08:45 - 11:30</b>	Anglais * Production d'un discours écrit Compréhension d'un discours oral et d'un discours écrit	136-570 136-580	<b>08:45 - 10:45</b> <b>13:30 - 15:30</b>	* French Reading French Listening	634-570 634-580
<b>4 AOÛT 2000</b>			<b>4 AOÛT 2000</b>		
<b>08:45 - 10:45</b>	Histoire du Québec et du Canada	085-414	<b>08:45 - 10:45</b> <b>13:30 - 15:30</b>	History of Québec and Canada French Writing	585-414 634-560

\* Les établissements d'enseignement peuvent faire subir les épreuves de production d'un discours oral (136-470 et 136-570) et de French Speaking (634-590) avant le 1<sup>er</sup> août 2000.

## HORAIRE DE LA SESSION D'EXAMEN DE JANVIER 2001

ÉPREUVES EN LANGUE FRANÇAISE	ÉPREUVES EN LANGUE ANGLAISE
<b>7 DÉCEMBRE 2000</b> <b>08:45 - 11:45</b> Français, écriture 128-560	
<b>15 JANVIER 2001</b> <b>09:00 - 11:30</b> Anglais * Production d'un discours écrit 136-470 Compréhension d'un discours oral et d'un discours écrit 136-480	<b>15 JANVIER 2001</b> <b>09:00 - 11:00</b> English Language Arts (Part I) 630-516 <b>13:00 - 15:30</b> English Language Arts (Part II) 630-516
<b>16 JANVIER 2001</b> <b>13:00 - 15:00</b> Sciences physiques 416 056-470	<b>16 JANVIER 2001</b> <b>08:45 - 11:45</b> English Language Arts (Part III) 630-516 <b>13:00 - 15:00</b> Physical Sciences 416 556-470
<b>17 JANVIER 2001</b> <b>08:45 - 11:30</b> Anglais * Production d'un discours écrit 136-570 Compréhension d'un discours oral et d'un discours écrit 136-580	<b>17 JANVIER 2001</b> <b>08:45 - 10:45</b> * French Reading 634-570 <b>13:30 - 15:30</b> French Listening 634-580
<b>18 JANVIER 2001</b> <b>08:45 - 10:45</b> Histoire du Québec et du Canada 085-414	<b>18 JANVIER 2001</b> <b>08:45 - 10:45</b> History of Québec and Canada 585-414 <b>13:30 - 15:30</b> French Writing 634-560

Les établissements d'enseignement peuvent faire subir les épreuves de production d'un discours oral (136-470 et 136-570) et de French Speaking (634-590) avant le 15 janvier 2001.

