

Draft Regulations

Draft Regulation

Education Act
(R.S.Q., c. I-13.3)

Basic adult general education

Notice is hereby given, in accordance with sections 10 and 11 of the Regulations Act (R.S.Q., c. R-18.1), that the Basic Adult General Education Regulation, the text of which appears below, may be made by the Government upon the expiry of 45 days following this publication.

The purpose of the draft Regulation is to replace the current Basic school regulation respecting educational services for adults in general education and to make the following amendments:

— clarification of the definitions of orientation services and support services; changing the names of those services to “services assisting the learning process” and “services supporting the learning process”;

— addition of a linguistic support objective in order to gain a better command of French, language of instruction, to the services supporting the learning process;

— revision of the definition of evaluation of learning and of the requirements for the awarding of a Secondary School Diploma;

— integration, in the Basic regulation, of the Certificate of learning in sociovocational integration;

— compliance with the recent amendments to the Education Act.

Further information may be obtained by contacting Alain Mercier, Direction de la formation générale des adultes, ministère de l'Éducation, 1035, rue De La Chevrotière, 17^e étage, Québec (Québec) G1R 5A5, telephone (418) 643-5287.

Any interested person having comments to make on the matter is asked to send them in writing, before the expiry of the 45-day period, to the Minister of Education, 1035, rue De La Chevrotière, 17^e étage, Québec (Québec) G1R 5A5.

FRANÇOIS LEGAULT,
Minister of Education

Basic adult general education regulation

Education Act
(R.S.Q., c. I-13.3, s. 448; 1997, c. 96, ss. 129 and 164)

CHAPTER I

Nature and objectives of educational services

1. The educational services offered to adults in general education include learning services, popular education services and student services.

The purpose of those services is

(1) to enable adults to become increasingly self-sufficient;

(2) to facilitate the social and vocational integration of adults;

(3) to help adults enter and remain in the job market;

(4) to enable adults to contribute to the economic, social and cultural development of their community; and

(5) to enable adults to acquire learning that is certified by the Minister.

DIVISION I

LEARNING SERVICES

2. Learning services include instructional services and services supporting of the learning process.

3. The purpose of instructional services is to help adults acquire the theoretical or practical knowledge that will enable them to achieve their learning objectives. Those services may be offered through various learning methods such as self-directed learning and distance education and include:

(1) services assisting the learning process;

(2) literacy services;

(3) presecondary education services;

(4) Secondary Cycle One education services;

(5) Secondary Cycle Two education services;

- (6) social integration services;
 - (7) sociovocational integration services;
 - (8) francization services;
 - (9) vocational education preparation services;
 - (10) postsecondary education preparation services.
4. Services assisting the learning process are designed to enable adults to assess their personal and professional experiences and to be introduced to learning and teaching methods throughout their studies.
5. Literacy services are designed to enable adults
- (1) to access other learning services, if necessary;
 - (2) to increase their abilities in different areas of learning;
 - (3) to carry out their familial and societal roles.
6. Presecondary education services, in order to offer access to secondary education or to other learning services, are designed to enable adults
- (1) to increase their knowledge and skills in written comprehension and expression in the language of instruction and in mathematics;
 - (2) to acquire a basic knowledge of the second language and of other areas of learning that may be chosen from among the elective subjects.
7. Secondary Cycle One education services are designed to enable adults extend the scope of their knowledge in basic and elective subjects so that they may go on to Secondary Cycle Two or to vocational training, as the case may be.
8. Secondary Cycle Two education services are designed to enable adults to perfect their learning by gaining better command of the knowledge in basic and elective subjects so that they may earn a Secondary School Diploma or go on to vocational training or postsecondary education.
9. Social integration services are designed to enable adults experiencing adjustment difficulties of a psychological, intellectual, social or physical nature to gain access to an individualized learning path that will enable them to acquire basic social skills and will prepare them for further studies, if they so desire.

10. Sociovocational integration services are designed to enable adults to acquire the skills required to enter or remain in the job market or, to continue their studies, as the case may be.

11. Francization services are designed to develop the basic oral and written French skills of adults whose mother tongue is not French and, for some, to facilitate their integration into Québec society while preparing them for the transition to further studies or the job market.

12. Vocational education preparation services are designed to enable adults to acquire the prerequisites necessary for admission to the selected program.

13. Postsecondary education preparation services are designed to enable adults to acquire the necessary prerequisites.

14. Services supporting the learning process are designed to enable adults

- (1) to establish a learning plan that will take into account prior learning and the objectives set following reception and referral services;

- (2) to explore all possibilities and resources available in order to implement their learning plan in keeping with their learning profile;

- (3) to receive pedagogical support to facilitate remedial work and the transition from one course to another and to help them counter their learning difficulties during their studies.

- (4) to obtain linguistic support, for those whose mother tongue is not French, in order to gain better command of French as the language of instruction, unless they are making use of, at the same time, the francization services.

DIVISION II

POPULAR EDUCATION SERVICES

15. Popular education services are services that relate to the intellectual, social and cultural development of adults or of groups of adults and to the implementation of community projects.

16. The purpose of popular education services is to promote the acquisition of knowledge and the development of skills, attitudes and behaviour required in the everyday lives of adults, groups and communities.

DIVISION III **STUDENT SERVICES**

17. Student services are designed to support adults in learning in respect of their personal and social conditions.

18. Student services include services that provide information about community resources.

CHAPTER II **GENERAL ORGANIZATIONAL FRAMEWORK** **FOR EDUCATIONAL SERVICES**

DIVISION I **ADMISSION AND ENROLLMENT**

19. In order for an adult to be admitted to educational services offered by a school board, the adult shall apply to the school board offering the services.

The application for admission must include the following information:

- (1) the person's name;
- (2) the person's residential address;
- (3) if the student is a minor, the names and residential address of the person's parents.

20. If the person has previously attended an educational institution in Québec, the application must include an official document bearing the permanent code assigned to the person by the Ministère de l'Éducation, such as a statement of learning achievement.

If the person applying for admission is unable to provide such a document because he will be attending and educational institution in Québec for the first time, the application must include a birth certificate bearing the names of the person's parents, unless the person is of full age, or a copy of the person's act of birth issued by the registrar of civil status.

If, for one of the reasons set out in articles 130 and 139 of the Civil Code of Québec, a copy of the person's act of birth or birth certificate cannot be provided, the application for admission must include an affidavit attesting to the person's date and place of birth. That affidavit shall be made by the person if of full age, or by the person and one of his parents if the person is a minor.

21. The school board shall inform the person and, if the person is a minor, his parents whether his application for admission has been accepted or denied.

22. If an adult is admitted, the school board shall enroll him in an adult education centre.

DIVISION II **SCHOOL CALENDAR**

23. The following days are holidays for adults:

- (1) 1 July;
- (2) the first Monday in September;
- (3) the second Monday in October;
- (4) 24, 25 and 26 December;
- (5) 31 December, 1 and 2 January;
- (6) Good Friday and Easter Monday;
- (7) the Monday preceding 25 May;
- (8) 24 June.

However, in exceptional circumstances, adults may be called upon to participate in activities related to the programs of studies on those holidays.

DIVISION III **TEXTBOOKS AND INSTRUCTIONAL MATERIAL**

24. Adults shall have access to the textbooks and instructional material selected in accordance with the Act for their programs of studies.

DIVISION IV **EVALUATION OF LEARNING ACHIEVEMENT**

25. The evaluation of learning is a process that consists in gathering, analyzing and interpreting information related to the achievement of objectives of the programs of studies in order to make appropriate educational and administrative assessments and decisions.

26. Adults shall receive a statement of learning achievement at least twice a year.

27. Promotion shall be carried out separately for each program.

Adults may enroll in a program only after having obtained the prerequisites.

28. Adults may register for compulsory examinations to earn the credits without having taken the corresponding course.

29. The pass mark is 60 percent for each course.

CHAPTER III CERTIFICATION OF STUDIES

30. The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV and V levels at least 20 of which are earned at the Secondary V level, and that include the following compulsory credits:

- (1) 6 credits in Secondary V language of instruction;
- (2) 4 credits in Secondary V second language;
- (3) 4 credits in Secondary V mathematics or in a Secondary IV mathematics program established by the Minister with objectives of a comparable level of difficulty;
- (4) 4 credits in Secondary IV science and technology;
- (5) 4 credits in Secondary IV history and citizenship education.

Credits earned in Secondary Cycle Two are taken into account when awarding the diploma, that is, credits in the elective subjects of general education programs or in the framework of a program of studies leading to a Diploma of Vocational Studies or in a program of studies leading to an Attestation of Vocational Specialization, and the learning equivalents recognized in accordance with section 250 of the Education Act.

31. One credit corresponds to 25 hours of learning.

32. The Minister shall award, together with the school board, a certificate of learning in sociovocational integration of adults to adults who, after successfully completing the programs of studies in language of instruction, mathematics and presecondary second language, have successfully completed a program in sociovocational integration comprising 900 hours divided as follows:

- (1) 200 hours of development of employability and attitudes towards sociovocational integration;
- (2) 600 hours of practical training in sociovocational integration;
- (3) 100 hours allotted according to the adult's learning plan.

The certificate shall indicate, in particular:

- (1) the adult's name and permanent code;
- (2) the date;
- (3) the title of the signee; and
- (4) the name of the school board.

CHAPTER IV FREE ACCESS TO SERVICES

33. Adults who are residents of Québec, as defined by the Education Act, and are enrolled in learning services are entitled to free access to all services, unless they have already been awarded a Secondary School Diploma, in which case they are only entitled to free access to the following learning services: services assisting the learning process, francization, social integration, literacy, sociovocational integration, vocational education preparation, postsecondary education preparation and services supporting the learning process services.

CHAPTER V QUALITY OF LANGUAGE

34. Adult education centres shall take the necessary measures to ensure that all teachers and all staff members pay special attention to the quality of written and spoken language in learning and in the centre's other activities.

CHAPTER VI FINAL AND TRANSITORY PROVISIONS

35. In respect of adults who begin secondary school before the 2007-2008 school year, the following shall be substituted for section 30 of this Regulation until 30 June 2008:

“30. The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV and V levels, allocated as follows:

- (1) 12 credits in language of instruction at least 6 of which are earned at the Secondary V level;
- (2) 6 credits in English, second language, at the Secondary IV or V level, for adults whose language of instruction is French;
- (3) 6 credits in French, second language, at the Secondary V level, for adults whose language of instruction is English;

(4) 36 credits in elective subjects at least 18 of which are earned at the Secondary V level.

The number of credits earned in language of instruction and in second language may not exceed 36.

For the awarding of a Secondary School Diploma:

(1) the credits earned in the framework of a vocational training program shall be considered as credits earned at the Secondary V level, with the exception of those credits earned in a program of studies leading to the practice of a semi-skilled trade;

(2) adults must have earned the credits of at least one course at the Secondary V level offered by an adult education centre.”.

36. This Regulation replaces the Basic school regulation respecting educational services for adults in general education adopted by Order in Council 732-94 dated 18 May 1994.

37. This Regulation comes into force on 1 July 2000.

3469

Draft Regulation

Education Act
(R.S.Q., c. I-13.3)

Basic school — Preschool, elementary and secondary school education

Notice is hereby given, in accordance with sections 10 and 11 of the Regulations Act (R.S.Q., c. R-18.1) that the Basic school regulation for preschool, elementary and secondary school education, the text of which appears below, may be made by the Government upon the expiry of 45 days following this publication.

The purpose of this draft Regulation is to replace the current Basic school regulations (régime pédagogique) for preschool and elementary school education and the Basic school regulations (régime pédagogique) for secondary school education and to make the following amendments:

— redefinition of the nature and objectives of educational services and more specifically of student services in order to, in the latter case, leave school boards more room to manoeuvre in the establishment of programs in respect of those services;

— integration of remedial education into student services by the nature of the services offered;

— rewriting of the welcoming and francization services in order to make them comply with the Policy regarding integration into school and intercultural education and give greater flexibility to school bodies;

— clarification of the provisions related to the right of handicapped students, as redefined in Schedule I, who reach the age of four before 1 October of the school year, to be admitted to preschool education;

— mandatory promotion from elementary to secondary school after six years of elementary school studies, subject to the provisions prescribed in the Education Act;

— institution of three cycles into elementary school education, replacing the current two cycles, in order to spread out the instruction and make it further correspond to the various stages of child development;

— replacement of the subject-time allocation in order to reinforce the basic subjects;

— revision of the classes of handicapped students who may be exempted from the application of the subject-time allocation for primary and secondary school education;

— recognition, in the basic school regulation, of the Certificate in Life Skills and Work Skills Education;

— corrections to the rules of certification in relation to the amendments made to the subject-time allocation for secondary school;

— compliance with the recent amendments to the Education Act.

Further information may be obtained by contacting Louise Laurence, Direction de la formation générale des jeunes, Ministère de l'Éducation, 1035, rue De La Chevrotière, 17^e étage, Québec (Québec) G1R 5A5, telephone (418) 643-7057.

Any interested person having comments to make on the matter is asked to send them in writing before the expiry of the 45-day period, to the Minister of Education, 1035, rue De La Chevrotière, 16^e étage, Québec (Québec) G1R 5A5

FRANÇOIS LEGAULT,
Minister of Education