

(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

Basic school regulation for preschool, elementary and secondary school education

Education Act
(R.S.Q., c. I-13.3, s. 447; 1997, c. 96, s. 128)

CHAPTER I NATURE AND OBJECTIVES OF EDUCATIONAL SERVICES

1. The educational services offered to students include preschool education services, elementary and secondary instructional services, student services and special services.

DIVISION I PRESCHOOL EDUCATION SERVICES AND ELEMENTARY AND SECONDARY INSTRUCTIONAL SERVICES

2. The purpose of preschool education services is to promote the overall development of children by helping them to acquire the attitudes and skills that will facilitate the success of their academic and personal journey.

The purpose of elementary instructional services is to allow the overall development of students through basic learning, which will contribute to the progressive development of their autonomy and will prepare them for the level of learning required in secondary school.

The purpose of secondary instructional services is to further the overall development of students, to encourage their social integration and to help them determine personal and career goals. These services complement and reinforce the basic education received by students so that they may obtain a Secondary School Diploma or other occupational qualifications and, if applicable, pursue postsecondary studies.

DIVISION II STUDENT SERVICES

3. The purpose of student services is to encourage the students' progress in diverse learning.

4. A program established for student services under the first paragraph of section 224 of the Education Act (R.S.Q., c. I-13.3) shall include the following:

(1) support services designed to provide students with conditions that are conducive to learning;

(2) school activities designed to contribute to the development of students' autonomy and to their sense of responsibility and belonging at school and in society;

(3) counselling services designed to help students throughout their studies, with their academic and career choices, and with any difficulties they may encounter;

(4) promotion and prevention services designed to provide students with an environment conducive to the development of a healthy lifestyle and of skills that are beneficial to their health and well-being.

5. Student services as referred to in section 4 must include the following:

(1) services designed to promote participation in school life;

(2) services designed to educate students about their rights and responsibilities;

(3) sports, cultural and social activities;

(4) support services for the use of the school's library documentary resources;

(5) academic and career counselling and information;

(6) psychological services;

(7) psychoeducational services;

(8) special education services;

(9) remedial education services;

(10) speech therapy services;

(11) health and social services.

DIVISION III SPECIAL SERVICES

6. Special services are designed for students who, because of particular circumstances, require welcoming services and assistance in learning French or require instruction at home or in a hospital.

7. Welcoming services and services providing assistance in learning French are designed for students whose first language is not French, who are receiving educational services in French for the first time, and whose knowledge of French does not allow them to keep up with a regular class.

The purpose of those services is to help those students to integrate into a regular class where instructional services are provided in French.

8. Home or hospital instruction is designed for students who are unable to attend school because they require specialized health care or social services.

The purpose of home or hospital instruction is to allow students to achieve the objectives of the program of studies despite being unable to attend school.

CHAPTER II

GENERAL ORGANIZATIONAL FRAMEWORK FOR EDUCATIONAL SERVICES

DIVISION I

ADMISSION AND SCHOOL ATTENDANCE

9. In order for a person to be admitted for the first time to the educational services offered by a school board, an application must be submitted to the school board under whose jurisdiction that person falls.

An application for admission must include at least the following information:

- (1) the person's name;
- (2) the person's residential address;
- (3) the names of the person's parents, unless the person is of full age;
- (4) the person's religion, if Catholic or Protestant, for the purpose of applying sections 6, 226 and 262 of the Education Act (R.S.Q., c. I-13.3).

10. If the person has already attended an educational institution in Québec, the application for admission must include an official document bearing the permanent code assigned to the person by the Ministère de l'Éducation, for example, a report card.

If the person cannot provide such a document, in particular because the person will be attending an educational institution in Québec for the first time, the application for admission 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 one of the person parents.

11. The school board shall inform the parents or the person, if of full age, whether the application for admission has been accepted or denied.

A school board that admits a student who was attending a school of another board or a private educational institution must send that school board or institution a confirmation of the admission.

12. Students who reach the age of five before 1 October of the current school year and whose parents have submitted an application for admission shall be admitted to preschool education.

Handicapped students or students living in low-income areas, as defined in Schedule I, who reach the age of four before 1 October of the current school year and whose parents have made an application, shall be admitted to preschool education; the Minister shall establish a list of the school boards authorized to admit those students living in low-income areas and shall determine the conditions for their admission.

Students who reach the age of six before 1 October of the current school year shall be admitted to elementary school.

13. Promotion from elementary to secondary school shall take place after six years of elementary school studies; it may however take place after five years of studies if the student has achieved the objectives of the programs of studies at the elementary level and has acquired sufficient emotional and social maturity.

It is up to the school board responsible for the elementary education of the student to determine whether or not that student satisfies the requirements of the elementary level.

14. Persons who are over the age limit stipulated in the first paragraph of section 1 of the Education Act may, under conditions determined by the Minister, be admitted to the educational services of a school board if in the previous school year they were enrolled in a school or vocational training centre established by a school board, either in a private educational establishment in Québec that offers elementary or secondary school education, or in an educational establishment outside Québec that offers instruction equivalent to elementary or secondary school education.

DIVISION II

CYCLES OF INSTRUCTION

15. Elementary education is divided into three cycles of two years each.

Secondary education is divided into two cycles: the first covers three school years and the second, two school years.

A cycle is a period of learning during which students acquire skills in each subject area and cross-curricular skills which prepare them for further studies.

DIVISION III SCHOOL CALENDAR AND PRESCRIBED TIME

16. The school calendar for students shall consist of a maximum of 200 days, at least 180 of which must be devoted to educational services. However, for the handicapped students and the students living in the low-income areas referred to in the second paragraph of section 12, the school calendar shall consist of a maximum of 200 half-days, at least 180 of which must be devoted to educational services.

17. For preschool and elementary students, the week shall consist of a minimum of 23 hours and 30 minutes devoted to educational services. Students shall have at least 50 minutes for lunch, in addition to the prescribed time. Elementary students shall also have a recreation period in both the morning and the afternoon in addition to the prescribed time.

However, for the handicapped students and the students living in low-income areas referred to in the second paragraph of section 12, the week shall consist of a minimum of 11 hours and 45 minutes devoted to educational services, unless the school board, to the extent and on the conditions determined by the Minister, grants them an exemption.

18. For secondary students, the week shall consist of a minimum of 25 hours devoted to educational services. Those students shall also have at least 50 minutes for lunch and five minutes between each class, in addition to the prescribed time.

19. The following days are holidays for students:

- (1) Saturdays and Sundays;
- (2) 1 July;
- (3) the first Monday in September;
- (4) the second Monday in October;

(5) 24, 25 and 26 December;

(6) 31 December, 1 and 2 January;

(7) Good Friday and Easter Monday;

(8) the Monday preceding 25 May;

(9) 24 June.

DIVISION IV INFORMATION AND DOCUMENTS TO BE SUPPLIED TO THE STUDENT'S PARENTS

20. At the beginning of the school year, the principal shall ensure that the following documents are provided to the parents of each student or to the student, if of full age:

(1) the general rules of the school and its calendar of activities;

(2) information on the preschool education program or, in the case of an elementary or secondary school student, information on that student's program of studies and a list of the textbooks required for those programs;

(3) the name of the student's teacher in the case of a child in preschool education and, in all other cases, the names of all the student's teachers, including, where applicable, the name of the homeroom teacher.

DIVISION V INSTRUCTIONAL MATERIAL

21. Elementary or secondary school students must have access to the instructional material selected in accordance with the Act for their programs of studies. Children in preschool education must have access to the instructional material required by the program of activities provided for them.

DIVISION VI SUBJECT-TIME ALLOCATION

22. In elementary school, the following subjects are compulsory and the number of hours per week is suggested, subject to the regulatory power of the Catholic committee and the Protestant committee referred to in section 22 of the Act respecting the Conseil supérieur de l'éducation (R.S.Q., c. C-60).

Cycle one Grades 1 and 2		Cycles two and three Grades 3, 4, 5 and 6	
Compulsory Subjects	Time	Compulsory Subjects	Time
Language of instruction	9 h	Language of instruction	7 h
Mathematics	7 h	Mathematics	5 h
	16 h		12 h
Religious or moral instruction	2 h	Religious or moral instruction	2 h
French, second language		Second language (French or English)	
Art		Art	
Physical education and health education		Physical education and health education	
		History, geography and citizenship education	
		Science and technology	
Unapportioned time	5.5 h	Unapportioned time	9.5 h
Total	23.5 h		23.5 h

Those subjects must be taught each year and the objectives of the programs for those subjects must be attained by the end of each cycle.

A school board may, to the extent and on the conditions determined by the Minister, exempt from the application of the first and second paragraphs students with moderate to severe intellectual impairments as defined in section 1 of Schedule II, students with profound intellectual impairments as defined in section 2 of Schedule II, students with pervasive development disorders as defined in section 3 of Schedule II, students with psychopathological disorders as defined in section 4 of Schedule II, students with a language disorder as defined in section 5 of Schedule II and students receiving special services.

23. In secondary school, subject to the regulatory power of the Catholic committee and the Protestant committee referred to in section 22 of the Act respecting the Conseil supérieur de l'éducation, the compulsory subjects, the number of credits per compulsory subject and the number of credits for elective subjects are the following:

Cycle one				Cycle two			
Secondary I and II		Secondary III		Secondary IV		Secondary V	
Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits
French, language of instruction	8	French, language of instruction	8	Language of instruction	6	Language of instruction	6
English, second language	4	English, second language	4	Second language	4	Second language	4
				Mathematics	4	Mathematics	4
English, language of instruction	6	English, language of instruction	6	History and citizenship education	4		—
French, second language	6	French, second language	6		—	Knowledge of the contemporary world	4
				Science and technology	4		—

Cycle one				Cycle two			
Secondary I and II		Secondary III		Secondary IV		Secondary V	
Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits
Mathematics	6	Mathematics	6	Physical education and health education	2	Physical education and health education	2
History and citizenship education	3	History and citizenship education	4	Moral and religious instruction or Moral instruction	2	Moral and religious instruction or Moral instruction	2
Geography	3	Science and technology	6				
Science and technology	4	Physical education and health education	2				
Physical education and health education	2	Moral and religious instruction or Moral instruction	2				
Moral and religious instruction or Moral instruction	2						
Art	4	Elective subjects	Credits	Elective subjects	Credits	Elective subjects	Credits
		Art or Modern languages or a local program	4		10		14
Total	36	Total	36	Total	36	Total	36

A school board may, to the extent and on the conditions determined by the Minister, exempt from the application of the first paragraph:

- (1) students with moderate to severe intellectual impairments, as defined in section 1 of Schedule II;
- (2) students with profound intellectual impairments, as defined in section 2 of Schedule II;
- (3) students with pervasive developmental disorders, as defined in section 3 of Schedule II;
- (4) students with psychopathological disorders as defined in section 4 of Schedule II;
- (5) students with a language disorder as defined in section 5 of Schedule II;
- (6) students receiving special services;
- (7) students who may enroll in an individualized learning path in life skills and work skills education, as defined in Schedule III.

24. For students admitted to an English language school, the school board may, with the parents' authorization, use French as the language of instruction for subjects other than French as a second language.

25. The school may, without authorization from the Minister, assign a maximum of four credits for a local program of studies.

26. A credit corresponds to 25 hours of instruction.

27. Students who show that they have achieved the objectives of a program by passing an examination set by the school or the school board are not required to take that program. The time allotted for that program shall be used for instructional purposes.

DIVISION VII

EVALUATION OF LEARNING ACHIEVEMENT

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

At the secondary school level, promotion shall be carried out separately for each program except in the case of special education situations or constraints due to the organization of the program.

A secondary school student may only enroll in a program after having obtained the prerequisites, unless that student possesses learning equivalents recognized in accordance with section 232 of the Education Act.

29. Schools shall provide the parents of a student or the student, if of full age, with at least four reports per year to inform the parents or the student, as the case may be, of the student's academic progress.

At least once a month, information shall be provided:

(1) to the parents of students whose performance puts them at risk of failing the current school year or, for children in preschool education, when their achievement indicates that they will not be ready to proceed to the first grade of elementary school at the beginning of the following school year;

(2) to the parents of students whose behaviour does not comply with the school's code of conduct;

(3) to the parents of students whose individualized education plan provides for that information.

The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.

30. The report card shall contain at least the following information:

(1) the school year;

(2) the grade level;

(3) the name of the school board;

(4) the student's name;

(5) the student's permanent code;

(6) the student's date of birth;

(7) the names, address and telephone number of the student's parents or, if the student is of full age, the student's address and telephone number;

(8) the relationship between the student and the person to whom the report card is addressed (parent or other person responsible for the student);

(9) the principal's name;

- (10) the names of the student's teachers;
- (11) the name, address and telephone number of the school;
- (12) the school board seal or the principal's signature;
- (13) in the case of an elementary school student, the name of each subject taken; in the case of a secondary school student, the code and title of each course taken and the name of the teacher responsible for each course;
- (14) the student's attendance record;
- (15) the mark received in each subject or, in the case of a child in preschool education, an assessment of the child's development;
- (16) the number of credits allotted for each course taken by the student during the school year and, in the case of a secondary student, the number of credits earned for courses which the Minister does not set a compulsory examination.

31. To be admitted to an examination set by the Minister, secondary school students must have been legally enrolled in a school, and must have taken the corresponding program or received equivalent instruction at home following an exemption from school attendance in accordance with subparagraph 4 of the first paragraph of section 15 of the Education Act.

However, students exempted from taking the program because they have shown that they have achieved the objectives of that program by passing a compulsory examination set by the school or the school board may be admitted to an examination required by the Minister.

CHAPTER III CERTIFICATION OF STUDIES

32. The Minister shall award a Secondary School Diploma to a student who earns at least 54 credits at the Secondary IV and V levels in which at least 20 of those credits were earned at the Secondary V level, and among those credits, 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 a program of studies leading to a Diploma of Vocational Studies or to an Attestation of Vocational Specialization are taken into account when awarding the secondary school diploma.

33. In the case of a student exempted from the application of section 23, in accordance with subparagraph 7 of the second paragraph of that section, the Minister and the school board having jurisdiction over the student shall jointly award a Certificate in Life Skills and Work Skills Education (youth sector) to the student who took general education and who has successfully completed a life skills and work skills education practical program comprising 1 800 hours of instruction divided as follows:

	Year 1	Year 2
General education	(Hours)	
Language of instruction	100	50
Mathematics	100	50
Second language	50	
Catholic religious and moral instruction, Protestant religious and moral instruction or Moral instruction	50	50
Introduction to the world of work		
Life skills	50	50
	100	100
Practical training		
Work skills	200	450
Unapportioned time	250	150
Total	900	900

The certificate shall indicate, in particular:

- (1) the student's name and permanent code;
- (2) the date;

- (3) the title of the signee;
- (4) the name of the school board

34. For all programs of studies offered at the secondary level that lead to the awarding of a Secondary School Diploma, the pass mark is 60 percent.

For all programs of studies for which the Minister sets an examination, the Minister shall take into account the evaluation carried out by the school board in a proportion of 50 percent, subject to section 470 of the Education Act. The Minister shall then certify success or failure in that program.

CHAPTER IV QUALITY OF LANGUAGE

35. Schools shall take the necessary measures to ensure that all teachers in all subjects and all school staff pay special attention to the quality of written and spoken language in learning and in all school activities.

CHAPTER V FINAL PROVISIONS

36. This Regulation replaces the Basic school regulations (régime pédagogique) for preschool and elementary school education made by Order in Council 73-90 dated 24 January 1990 and the Basic school regulations (régime pédagogique) for secondary school education made by Order in Council 74-90 dated 24 January 1990.

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

SCHEDULE I (s. 12)

HANDICAPPED STUDENTS AND STUDENTS LIVING IN LOW-INCOME AREAS

1. Handicapped students are students whose overall functioning, evaluated by a qualified person, shows that they fit the following conditions:

- (1) the student is considered handicapped within the meaning of the Act to secure the handicapped in the exercise of their rights (R.S.Q., c. E-20.1);
- (2) the student displays disabilities that limit or prevent participation in the education services;
- (3) the student needs support in order to function in a school environment.

2. Students living in low-income areas are students residing in territories identified as economically disadvantaged according to the following criteria:

- (1) poverty, as defined by certain indices of income and education;
- (2) district, the basic territorial unit for any activities involving school-age children;
- (3) concentration, the presence of a certain number of poor families in a given area.

SCHEDULE II (ss. 22 and 23)

STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL IMPAIRMENTS, WITH PROFOUND INTELLECTUAL IMPAIRMENTS, WITH PERVASIVE DEVELOPMENTAL DISORDERS, WITH PSYCHOPATHOLOGICAL DISORDERS OR WITH A LANGUAGE DISORDER

1. Students with moderate to severe intellectual impairments are students whose cognitive functions, evaluated by a multidisciplinary team using standardized tests, show a level of general functioning that is clearly below average, as well as impaired adaptive behaviour appearing from the beginning of the developmental period.

The student's functional evaluation must also show that the student displays:

- (1) limitations in the area of cognitive development restricting the ability to learn with respect to certain objectives of the ordinary programs of studies and requiring an adapted pedagogy or program;
- (2) limited functional abilities in the area of personal and social autonomy resulting in a need for assistance in new activities or a need for instruction in basic autonomy;
- (3) more or less marked difficulties in sensory, motor and communication development, making adapted intervention necessary in those areas.

2. Students with profound intellectual impairments are students whose cognitive functions, evaluated by a multidisciplinary team using standardized tests, show a level of general functioning that is clearly below average, as well as impaired adaptive behaviour appearing from the beginning of the developmental period.

The student's functional evaluation must also show that the student displays the following characteristics:

(1) major limitations in the area of cognitive development making it impossible to achieve the objectives of the ordinary programs of studies and requiring the use of an adapted program;

(2) perception, motor and communication skills are limited, requiring individualized methods of evaluation and stimulation;

(3) very low functional abilities in the area of personal and social autonomy, resulting in a constant need for support and supervision to accomplish daily school tasks.

The student's functional evaluation may also show that the student displays related impairments such as physical and sensorial impairments, as well as neurological and psychological disorders and an increased sensitivity to contracting various illnesses.

3. Students with pervasive developmental disorders are students whose overall functioning evaluation, carried out by a multidisciplinary team of specialists using systematic observation techniques and standardized tests in accordance with the diagnoses criteria of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), leads to one of the following diagnoses:

(1) autistic disorder, that is, a set of dysfunctions appearing from an early age and characterized by development that is clearly abnormal or lacking in social interaction and communication and by a markedly restricted, repetitive and stereotyped repertoire of activities, interests and behaviour which is demonstrated through several of the following specific limitations:

– an inability to make friends, significant problems integrating into the group;

– an inability to understand concepts and abstract ideas and a limited comprehension of words and gestures;

– specific language and communication problems, such as the absence of language, echolalia and pronoun reversals;

– behavioural problems such as hyperactivity, abnormal passivity, fits, fearfulness in ordinary situations or a lack of fear in dangerous situations;

– mannerisms, stereotyped and repetitive gestures.

(2) Rett syndrome, childhood disintegrative disorder, Asperger syndrome or a non-specific pervasive developmental disorder.

The evaluation of the overall functioning of the student must also conclude the disorder is of such severity that it prevents the student from accomplishing normal tasks, according to age and school environment, without continuous support.

4. Students with psychopathological disorders are students whose overall functioning evaluation, carried out by a team of multidisciplinary specialists using systematic observation techniques and standardized tests, leads to the diagnosis of a psychic impairment that appears through a distortion in several areas of development, particularly in the area of cognitive development.

The disorders in question include several of the following characteristics: disorganized behaviour, episodes of severe disturbance, extreme emotional distress, extreme confusion, distortion of reality, delirium and hallucinations.

The evaluation of the overall functioning of the student must also conclude that the developmental disorders lead to marked difficulties in the adaptation to school life and that they are of such severity that they prevent the student from accomplishing normal tasks, according to age and school environment, without continuous support.

5. Students with language disorders are students whose overall functioning evaluation, carried out by a multidisciplinary team using systematic observation techniques and appropriate tests, leads to a diagnosis of severe dysphasia, defined as a severe and persistent language development disorder significantly limiting verbal interactions, socialization and learning at school.

The student's functional evaluation must also show the presence of moderate to severe difficulties in the area of verbal comprehension and extremely marked difficulties in the following areas: language evolution, verbal expression and cognitive verbal abilities.

The student's functional evaluation must also conclude that the persistence and severity of the disorder prevents the student from accomplishing school tasks normally suggested to other students of the same age and that student services and an adapted pedagogy are required.

SCHEDULE III

(s. 23)

STUDENTS WHO MAY ENROLL IN AN INDIVIDUALIZED LEARNING PATH IN LIFE SKILLS AND WORK SKILLS EDUCATION

Students who may enroll in an individualized learning path in life skills and work skills education are students who display the following characteristics:

(1) they are at least 16 years of age on 30 September of the school year in which they begin that learning path;

(2) they have fallen so far behind in their schooling that they are unable to integrate into a regular learning path leading to a Secondary School Diploma or a Diploma of Vocational Studies.

Such students are evaluated to be two or more years behind in the language of instruction and in mathematics. The evaluation is based on a comparison with the majority of the students of the same age in the school board.

3468

Draft Regulation

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

Basic vocational training

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 Vocational Training 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 vocational education, to propose a basic regulation applicable to vocational education for young persons and adults and make the following principal changes:

— recognition in the basic regulation of the Vocational Education Certificate, which certifies the programs preparing students for a semi-skilled trade, and establishment of the admission requirements of those programs;

— clarification of the definition of learning support services and changing the name of those services to “services supporting the learning process”;

— making the requirements for admission to a program of studies leading to an Attestation of Vocational Specialization more flexible by taking into account the practise of a trade or a profession related to the program in question and by eliminating admission requirements in the case of a business start-up program;

— amendment of the learning evaluation procedure by having results expressed as a pass or failure;

— application to all persons whose entitlement to free educational services may be subject to certain conditions of the requirement of full-time enrollment (minimum 15 hours a week) for the duration of their studies unless the courses remaining to complete their program of studies require less hours than that minimum; that requirement relating to full-time enrollment currently applies only to persons already holding a diploma or attestation.

Further information may be obtained by contacting Guy Demers, Direction des programmes de formation professionnelle et technique, ministère de l'Éducation, 1035, rue De La Chevrotière, 12^e étage, Québec (Québec) G1R 5A5, téléphone: (418) 646-1536.

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

Basic vocational training 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 in vocational training include learning services and student services.

The purpose of those services is:

(1) to help a person become increasingly self-sufficient;