

Regulations and other acts

Gouvernement du Québec

O.C. 651-2000, 1 June 2000

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

Basic school regulation for preschool, elementary and secondary education

Basic school regulation for preschool, elementary and secondary education

WHEREAS under section 447 of the Education Act (R.S.Q., c. I-13.3), the Government may make regulations to be known as the “basic school regulation”;

WHEREAS in accordance with sections 10 and 11 of the Regulations Act (R.S.Q., c. R-18.1), a draft of the Regulation attached to this Order in Council was published in Part 2 of the *Gazette officielle du Québec* of 8 March 2000 with a notice that it could be made by the Government upon the expiry of 45 days following that publication;

WHEREAS in accordance with section 458 of the Education Act, the draft Regulation was submitted to the Conseil supérieur de l'éducation for examination and an advice was forwarded to the Minister;

WHEREAS it is expedient to make the Regulation with amendments;

IT IS ORDERED, therefore, upon the recommendation of the Minister of Education:

THAT the Basic school regulation for preschool, elementary and secondary education, attached to this Order in Council, be made.

MICHEL NOËL DE TILLY,
Clerk of the Conseil exécutif

Basic school regulation for preschool, elementary and secondary education

Education Act
(R.S.Q., c. I-13.3, s. 447)

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 competencies that will facilitate their success as students and as individuals and by enabling them to integrate gradually into society.

The purpose of elementary instructional services is to promote the overall development of students and their integration into society 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 foster 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, as the case may be, pursue postsecondary studies.

DIVISION II STUDENT SERVICES

3. The purpose of student services is to help students to progress in their various types of learning.

4. Student services for which programs are to be established 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) student life services designed to contribute to the development of students' autonomy, and to their sense of responsibility and feeling of belonging to the school and to society;
- (3) counselling services designed to help students throughout their studies, with their academic and career choices, and with any difficulties they 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) Catholic pastoral care and guidance or Protestant religious care and guidance services designed to ensure that students continue their moral and spiritual development.

5. Student services provided under section 4 must include the following:

- (1) services designed to promote student 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 documentary resources of the school library;
- (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 services providing assistance in learning French or home or hospital instruction.

7. Welcoming services and 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 enable them to keep up with a regular class. Those students may benefit from assistance in learning French for more than one school year.

The purpose of these welcoming services and assistance in learning French is to help these 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 who are unable to attend school to achieve the objectives of the programs of studies.

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 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, such as a report.

If the person cannot provide such a document, because, for example, 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, except if 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's 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 refused.

A school board that admits a student who was attending a school or centre in another board or a private educational institution must send that school board or institution an attestation of admission.

12. Children 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.

Children 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.

Children with handicaps, within the meaning of 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.

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

13. A student shall be promoted from elementary to secondary school after six years of elementary school

studies; a student may however be promoted after five years of studies if he or she 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, a private educational institution in Québec that offers elementary or secondary education or an educational institution outside Québec that offers instruction equivalent to elementary or secondary education.

DIVISION II

CYCLES OF INSTRUCTION

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

Secondary education is organized 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 competencies in each subject area and cross-curricular competencies which prepare them for further studies.

DIVISION III

SCHOOL CALENDAR AND PRESCRIBED TIME

16. The school calendar for students shall consist of the equivalent of a maximum of 200 days, at least 180 of which must be devoted to educational services.

However, for the students with handicaps and the students living in the low-income areas referred to in the second and third paragraphs of section 12, the school calendar shall consist of the equivalent of a maximum of 200 half-days, at least 180 of which must be devoted to educational services, unless the school board, to the extent and on the conditions determined by the Minister, grants them an exemption.

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 a

minimum period of 50 minutes for lunch, in addition to the prescribed time. Elementary students shall also have a recess in both the morning and the afternoon in addition to the prescribed time.

However, for the students with handicaps and the students living in low-income areas referred to in the second and third paragraphs 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. These students shall also have a minimum period of 50 minutes for lunch and five minutes between each class, in addition to the prescribed time.

19. The following days are school 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 the calendar of the school's activities;

(2) information on the preschool education program or, in the case of an elementary or a secondary student, information on the student's programs of studies and a list of the textbooks required for these 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. In addition to the right of personal use of school textbooks in accordance with section 7 of the Education Act, elementary or secondary students shall have access to the instructional material selected in accordance with the Act for their programs of studies. Children in preschool education shall have access to the instructional material required by the programs 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)	
Arts education:		Arts education:	
Two of the four following subjects:		Two of the four following subjects:	
Drama		Drama	
Arts		Arts	
Dance		Dance	
Music		Music	
Physical education and health		Physical education and health	
		History, geography and citizenship education	
		Science and technology	
Unapportioned time	5.5 h	Unapportioned time	9.5 h
TOTAL	23.5 h	TOTAL	23.5 h

These subjects must be taught each year and the objectives of the programs for these 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

(1) students with moderate to severe intellectual handicaps as defined in section 1 of Schedule II;

(2) students with profound intellectual handicaps 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; and

(6) students receiving welcoming services and assistance in learning French or students receiving home or hospital instruction.

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		Secondary II		Secondary III		Secondary IV		Secondary V	
Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits
French, language of instruction	8	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	English, second language	4	Second language	4	Second language	4
_____	_____	_____	_____	_____	_____	Mathematics	4	Mathematics	4
English, language of instruction	6	English, language of instruction	6	English, language of instruction	6	History and citizenship education	4	_____	_____
French, second language	6	French, second language	6	French, second language	6	_____	_____	Understanding of the contemporary world	4
_____	_____	_____	_____	_____	_____	Science and technology	4	_____	_____
Mathematics	6	Mathematics	6	Mathematics	6	Physical education and health	2	Physical education and health	2
History and citizenship education	3	History and citizenship education	3	History and citizenship education	4	Moral and religious instruction	2	Moral and Religious Instruction	2
_____	_____	_____	_____	_____	_____	or	_____	or	_____
_____	_____	_____	_____	_____	_____	Moral instruction	_____	Moral instruction	_____
Geography	3	Geography	3	Science and technology	6	_____	_____	_____	_____
Science and technology	4	Science and technology	4	Physical education and health	2	_____	_____	_____	_____

Cycle one				Cycle two					
Secondary I		Secondary II		Secondary III		Secondary IV		Secondary V	
Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits	Compulsory Subjects	Credits
Physical education and health	2	Physical education and health	2	Moral and religious instruction	2				
				or					
				Moral instruction					
Moral and religious instruction	2	Moral and religious instruction	2						
or		or							
Moral instruction		Moral instruction							
Arts education:		Arts education:							
Two of the four following subjects:		Two of the four following subjects:							
Drama	2	Drama	2						
Arts	2	Arts	2						
Dance	2	Dance	2						
Music	2	Music	2						
				Elective subjects	Credits	Elective subjects	Credits	Elective Subjects	Credits
				Arts education or Modern languages or a local program	4		10		14
TOTAL	36	TOTAL	36	TOTAL	36	TOTAL	36	TOTAL	36

Schools may use the time allotted for the elective subject for remedial purposes, to extend the time allotted for the compulsory subjects or to implement student services programs. No credits are given in those cases. Schools may also offer, as elective subjects, local programs of studies for which credits are given.

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 handicaps, as defined in section 1 of Schedule II;

(2) students with profound intellectual handicaps, 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 welcoming services and assistance in learning French or students receiving home or hospital instruction;

(7) students who may enroll in an individualized path for learning in life skills and work skills education, as defined in Schedule III.

24. The teaching of English as a second language shall begin in the second cycle of elementary school except for projects of a special pedagogical interest authorized by the Minister.

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

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

26. Schools provide 25 hours of instructional services for each of the credits assigned for a program of studies, unless the compulsory objectives and contents of the program may be achieved within less time.

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 learning purposes.

DIVISION VII **EVALUATION OF LEARNING**

28. The evaluation of learning 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.

At the secondary school level, promotion shall be carried out separately for each program except in the case of particular educational situations or organizational constraints.

A secondary student may only enroll in a program after having obtained the prerequisites, unless that student possesses equivalent learning 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 to the parents of minors in the following cases:

(1) their results put them at risk of failing the current school year or, for children in preschool education, when their progress 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) their behaviour does not comply with the school's rules of conduct;

(3) an individualized education plan providing for this information was prepared for those students.

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 must 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 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 seal of the school board or the principal's signature;
- (13) in the case of an elementary student, the name of each subject taken; in the case of a secondary student, the code and title of each course taken and the name of the teacher responsible for each course;
- (14) the data on the student's attendance;
- (15) the mark obtained 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 to 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 for which the Minister does not set an examination.

31. To be admitted to an examination set by the Minister, secondary 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 set by the Minister.

CHAPTER III

CERTIFICATION OF STUDIES

32. The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV and V levels including at least 20 credits at the Secondary V level, and among those 54 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 vocational training program 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 has taken general education courses and who has successfully completed the practical training component of a life skills and work skills education program comprising 1 800 hours of instruction divided as follows:

Education	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 education or Moral education	50	50
Introduction to the world of work	50	50
Life skills	100	100
PRACTICAL TRAINING		
Work skills	200	450
UNAPPORTIONED TIME	250	150
TOTAL	900	900

34. For all programs of studies offered at the secondary level that lead to 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 summative evaluation of the student transmitted 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 TRANSITORY AND FINAL PROVISIONS

36. The provision of the first paragraph of section 13 in respect of the mandatory promotion of a student from elementary to secondary school shall apply to students who begin their elementary education after 1 July 2000.

Students who begin their elementary education before 1 July 2000 shall normally be promoted after 6 years of elementary studies, but must be promoted after 7 years of elementary studies.

37. This Regulation replaces the Basic school regulations (régime pédagogique) for preschool and elementary school education and the Basic school regulations (régime pédagogique) for secondary school education made respectively by Orders in Council 73-90 and 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 educational 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 during the 1996-1997 school year, 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, i.e. the presence of a certain number of poor families in a given area.

SCHEDULE II

(s. 22 and 23)

STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL HANDICAPS, WITH PROFOUND INTELLECTUAL HANDICAPS, 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 evaluation of the student's level of functioning 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 regular 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 who are profoundly intellectually handicapped 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 evaluation of the student's level of functioning 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 regular 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 evaluation of the student's level of functioning 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 propensity to contract various illnesses.

3. Students with pervasive developmental disorders are students whose overall functioning, through an 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 at 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 functional 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 functional 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 evaluation of the student's level of functioning 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 evaluation of the student's level of functioning 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 PATH FOR LEARNING IN LIFE SKILLS AND WORK SKILLS EDUCATION

Students who may enroll in an individualized path for learning 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 path;

(2) in their schooling, they have earned no Secondary II credits.

3664

Gouvernement du Québec

O.C. 652-2000, 1 June 2000

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

Basic adult general education

Basic Adult General Education Regulation

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