

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

WHEREAS under section 448 of the Education Act (R.S.Q., c. I-13.3), the Government shall, by regulation, establish a basic adult education 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 that 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 Adult General Education Regulation, attached to this Order in Council, be made.

MICHEL NOËL DE TILLY,
Clerk of the Conseil exécutif

Basic adult general education regulation

Education Act
(R.S.Q., c. I-13.3, s. 448)

CHAPTER I NATURE AND OBJECTIVES OF EDUCATIONAL SERVICES

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

The purpose of these services is:

- (1) to enable adults to become increasingly autonomous;
- (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 TRAINING SERVICES

2. Training services include instructional services and orientation services.

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. These services may be offered through various learning methods and include:

- (1) pedagogical support services;
- (2) literacy services;
- (3) preparatory services for secondary education;
- (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 training preparation services;

(10) preparatory services for postsecondary education.

4. Pedagogical support services are designed to enable adults:

(1) to receive pedagogical support to facilitate remedial work and the transition from one course to another and to help them overcome their learning difficulties during their studies;

(2) to obtain linguistic support, for those whose mother tongue is not French, in order to improve their mastery of French as the language of instruction, except when they are receiving francization services.

5. Literacy services are designed to enable adults:

- (1) to access other learning services, if necessary;
- (2) to improve their capacities in different areas of learning;
- (3) to carry out their family and social roles.

6. Preparatory services for secondary education, in order to offer access to secondary education or to other training services, are designed to enable adults:

- (1) to increase their knowledge and abilities 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 allow adults to 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 allow adults to complete their secondary education by mastering basic and elective subjects so that they may obtain a Secondary School Diploma or go on to vocational training or postsecondary education, as the case may be.

9. Social integration services are designed to provide adults experiencing adjustment difficulties of a psycho-

logical, intellectual, social or physical nature with access to individualized learning that will enable them to acquire basic social skills and will prepare them for further studies, if they wish to do so.

10. Sociovocational integration services are designed to allow adults to acquire the competencies required to enter or remain in the labour market or, to pursue their studies, if they wish to do so.

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 allowing them to prepare their transition to further studies or the labour market.

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

13. Preparatory services for secondary education are designed to enable adults to acquire the necessary prerequisites.

14. Orientation services are designed to enable adults:

(1) to establish a learning plan following reception and referral services, taking into account their personal and work experience and their goals;

(2) to explore the paths and resources available in order to carry out their learning plan in keeping with their learning profile;

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 provide adults in training programs with support regarding 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 the educational services offered by a school board, the adult must apply for admission 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 person is a minor, the names and residential address of the person's parents.

20. If the person has already 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 or she 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, the person is unable to provide a birth certificate or a copy of the act of birth, the application for admission must include a written 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 or her parents if the person is a minor.

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

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

DIVISION II
SCHOOL CALENDAR

23. The following days are holidays for persons enrolled in an adult education centre:

- (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, adults may be called upon to take part in sociovocational integration training courses on these 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

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 imposed examinations to earn the credits without having taken the corresponding course.

29. The pass mark for all courses 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 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 Secondary Cycle Two are taken into account when awarding the diploma, that is, credits earned for elective subjects of general education programs or a vocational training program leading to a Diploma of Vocational Studies or in a vocational training program leading to an Attestation of Vocational Specialization, and the equivalent learning recognized in accordance with section 250 of the Education Act (R.S.Q., c. I-13.3).

31. Adult education centres shall offer 25 hours of instructional services for each credit in a program of studies, unless fewer hours are required to achieve the compulsory objectives and cover the compulsory content of the program.

32. The Minister shall award, jointly with the school board, a training certificate in sociovocational integration of adults to adults who, after successfully completing the preparatory courses for secondary education in language of instruction, mathematics and second language, have successfully completed a program in sociovocational integration comprising 900 hours divided as follows:

- (1) 200 hours of development of employability and sociovocational attitudes;

(2) 600 hours of practical training in sociovocational integration;

(3) 100 hours divided according to the person's learning plan.

CHAPTER IV FREE EDUCATIONAL SERVICES

33. Adults who are residents of Québec, within the meaning of the Education Act, and are enrolled in training services are entitled to free access to all services, with the exception of, if they have already been awarded a Secondary School Diploma, preparatory services for secondary education, Secondary Cycle One education services and Secondary Cycle Two education 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 activities and in all the centre's activities.

CHAPTER VI TRANSITIONAL AND FINAL 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, divided as follows:

(1) 12 credits in language of instruction, including at least 6 at the Secondary V level;

(2) 6 credits in Secondary IV or Secondary V English, second language, for adults whose language of instruction is French;

(3) 6 credits in Secondary V French, second language, for adults whose language of instruction is English;

(4) 36 credits in elective subjects, including at least 18 at the Secondary V level.

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

For the awarding of a Secondary School Diploma:

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

(2) adults must have obtained credits for at least one course at the Secondary V level given 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.

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Gouvernement du Québec

O.C. 653-2000, 1 June 2000

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

Basic vocational training

Basic Vocational Training Regulation

WHEREAS under section 448 of the Education Act (R.S.Q., c. I-13.3), the Government shall, by regulation, establish a basic vocational training 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 that 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: