

(b) 100 hours in second language (French or English); and

(c) 150 hours in mathematics; and

(2) in practical training:

(a) 75 hours in preparation for the labour market; and

(b) 375 hours in preparation for the semi-skilled trade.”.

6. This Regulation comes into force on 1 July 2005 except sections 1, 4 and 5 which come into force on 1 July 2007.

6698

Draft Regulation

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

Basic school regulation for preschool, elementary and secondary education — Amendments

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

The following are the main amendments proposed by the draft Regulation to the current Basic school regulation:

— At the elementary level, it amends the provisions relating to the prescribed time and the subject-time allocation by increasing the minimum amount of time that must be devoted to educational services each week from 23.5 hours to 25 hours, by adding English as a second language to the list of subjects that must be taught to students schooled in French in the first cycle, by establishing a specific suggested time of two hours per week for physical education and health and by requiring that two arts education subjects be taught alongside one another throughout elementary school;

— It amends the provisions relating to the evaluation of learning,

— at the elementary level and in the first cycle of the secondary level, by requiring that the parents of a student be provided with at least eight communications per cycle, including five report cards and an end-of-cycle report;

— at the preschool level and in the second cycle of the secondary level, by requiring that the parents of a student be provided with at least four communications per year, including two report cards and an annual summary of learning;

— It amends the provisions relating to the promotion of students from elementary to secondary school by providing that a student may in exceptional circumstances be held back an additional school year at the end of the first or second cycle of the elementary level if there are reasonable grounds to believe that the measure will enable the student to achieve the objectives that a student is to attain by the end of the cycle;

— It amends the provisions concerning the secondary level to allow for the reorganization of the cycles, to raise the requirements to be met for a Secondary School Diploma to be awarded, to introduce a statement of competencies, to allow for the promotion of students by subject and to broaden the admission criteria for students who are over the school admission age limit. Measures are provided that allow for the progressive application of the requirements to be met for a Secondary School Diploma to be awarded;

— At the secondary level, it introduces a work-oriented training path for students who are at least 15 years of age and have fallen behind significantly in the first cycle of the secondary level. The new path replaces the current life skills and work skills education (ISPJ) path and the programs leading to an attestation of vocational education (AFP). It includes two levels of training, one leading to an unskilled trade and the other to a semi-skilled trade;

— In the second cycle of the secondary level, it makes amendments to allow both the regular general education path and the applied general education path to be offered. Students in the second cycle may choose their path, the applied general education path being centred more on practical or applied training;

— In the second cycle of the secondary level, the list of subjects in the general education path are modified primarily to increase the amount of teaching time devoted to personal development and to provide for the mandatory teaching of arts education at the Secondary IV and V levels.

The draft Regulation has no negative impact on citizens or small and medium-sized businesses.

Further information may be obtained by contacting Claude Moisan, 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.

PIERRE REID,
Minister of Education

Regulation to amend the Basic school regulation for preschool, elementary and secondary education*

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

1. The Basic school regulation for preschool, elementary and secondary education is amended in section 13 by adding the following paragraph:

“The first paragraph shall not prevent a year from being added at the end of the first or second cycle of the elementary level. Adding a school year is an exceptional measure that may be used only once at the elementary level and may be used only if there are reasonable grounds to believe that an additional year will enable the student to achieve the objectives of the programs of studies of the cycle.”

2. Section 14 is replaced by the following:

“**14.** A person who is over the age limit referred to in the first paragraph of section 1 of the Education Act may, on the conditions the Minister determines, be admitted to the educational services provided by a school if the person

(1) was enrolled in the previous school year

(a) in a school or vocational training centre established by a school board;

(b) in a private educational institution in Québec that offered elementary or secondary education; or

(c) in an educational institution outside Québec that offered instruction equivalent to elementary or secondary education provided in Québec; or

(2) was enrolled, in the last 24 months, in an educational institution referred to in paragraph 1, but was unable to be enrolled in that educational institution in the preceding school year because the person

(a) gave birth to a child;

(b) was caring for a child under the age of 12 months; or

(c) was unable for more than one month to continue studies and that incapacity is supported by a medical certificate.”

3. Section 15 is amended by replacing the second paragraph by the following:

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

4. Section 17 is amended by replacing the first paragraph by the following:

“**17.** For children in preschool education, the week shall consist of a minimum of 23 hours and 30 minutes devoted to educational services; for elementary students, the week shall consist of a minimum of 25 hours devoted to such services.

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

5. Section 22 is replaced by the following:

“**22.** In elementary school, the compulsory subjects taught each year and the suggested number of hours per week for each are as follows:

* The Basic school regulation for preschool, elementary and secondary education, made by Order in Council 651-2000 dated 1 June 2000 (2000, G.O. 2, 2593), has been amended once, by the regulation made by Order in Council 865-2001 dated 4 July 2001 (2001, G.O. 2, 3534).

ELEMENTARY SCHOOL

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
Physical education and health	2 h	Physical education and health	2 h
Total apportioned time	18 h	Total apportioned time	14 h
Second language (French or English)		Second language (French or English)	
Arts education: Two of the four following subjects: Drama; Visual arts; Dance; Music.		Arts education: The two subjects taught in Cycle One	
Moral instruction or Religious and moral instruction		Moral instruction or Religious and moral instruction	
		History, geography, citizenship education	
		Science and technology	
Unapportioned time	7 h	Unapportioned time	11 h
Total	25 h	Total	25 h

”.

6. Section 23 is replaced by the following sections:

“**23.** In the first cycle of secondary school, the compulsory subjects taught each year, the suggested number of hours per cycle for each and the number of credits per subject are as follows:

SECONDARY EDUCATION – CYCLE ONE
Compulsory subjects in Secondary I and Secondary II

French, language of instruction 400 hours – 16 credits	or	English, language of instruction 300 hours – 12 credits
English, second language 200 hours – 8 credits		French, second language 300 hours – 12 credits
Mathematics 300 hours – 12 credits		
Science and technology 200 hours – 8 credits		
Geography 150 hours – 6 credits		
History and citizenship education 150 hours – 6 credits		
Arts education 200 hours – 8 credits		
One of the four following subjects: Drama; Visual arts; Dance; Music.		
Physical education and health 100 hours – 4 credits		
Moral instruction or Moral and religious instruction, Catholic or Protestant 100 hours – 4 credits		

23.1. In the second cycle of secondary school, students shall choose the regular or applied general education path.

The compulsory and elective subjects for each education path, the suggested number of hours per year for each subject and the number of credits for each are as follows:

SECONDARY EDUCATION – CYCLE TWO
REGULAR GENERAL EDUCATION PATH

Secondary III		Secondary IV		Secondary V	
Compulsory Subjects		Compulsory Subjects		Compulsory Subjects	
French, language of instruction	English, language of instruction	Language of instruction 150 hours – 6 credits		Language of instruction 150 hours – 6 credits	
200 hours – 8 credits	150 hours – 6 credits	Second language 100 hours – 4 credits		Second language 100 hours – 4 credits	
or		French, second language		Second language 100 hours – 4 credits	
English, second language	French, second language	100 hours – 4 credits		100 hours – 4 credits	
100 hours – 4 credits	150 hours – 6 credits	Mathematics 100 hours – 4 credits		Mathematics 100 hours – 4 credits	
Mathematics 150 hours – 6 credits		Mathematics 100 hours – 4 credits		Mathematics 100 hours – 4 credits	
Science and technology 150 hours – 6 credits		Science and technology 100 hours – 4 credits		Contemporary economic environment 100 hours – 4 credits	
History and citizenship education 100 hours – 4 credits		History and citizenship education 100 hours – 4 credits		Arts education : One of the four following subjects : Drama Visual arts Dance Music 50 hours – 2 credits	
Arts education : One of the four following subjects : Drama Visual arts Dance Music 50 hours – 2 credits		Arts education : One of the four following subjects : Drama Visual arts Dance Music 50 hours – 2 credits		Arts education : One of the four following subjects : Drama Visual arts Dance Music 50 hours – 2 credits	
Physical education and health 50 hours – 2 credits		Physical education and health 50 hours – 2 credits		Physical education and health 50 hours – 2 credits	
Ethics and religious culture 100 hours – 4 credits		Ethics and religious culture 100 hours – 4 credits		Personal development 50 hours – 2 credits	
Integrative project 50 hours – 2 credits		Integrative project 50 hours – 2 credits		Integrative project 50 hours – 2 credits	
Elective Subjects		Elective Subjects		Elective Subjects	
100 hours – 4 credits		150 hours – 6 credits		250 hours – 10 credits	

SECONDARY EDUCATION – CYCLE TWO
APPLIED GENERAL EDUCATION PATH

Secondary III		Secondary IV	Secondary V
Compulsory Subjects		Compulsory Subjects	Compulsory Subjects
French, language of instruction	English, language of instruction	Language of instruction 150 hours – 6 credits	Language of instruction 150 hours – 6 credits
200 hours – 8 credits	150 hours – 6 credits		
	or	Second language 100 hours – 4 credits	Second language 100 hours – 4 credits
English, second language	French, second language		
100 hours – 4 credits	150 hours – 6 credits		
Mathematics		Mathematics	Mathematics
150 hours – 6 credits		100 hours – 4 credits	100 hours – 4 credits
Applied science and technology		Applied science and technology	
150 hours – 6 credits		100 hours – 6 credits	
		History and citizenship education	History and citizenship education
		100 hours – 4 credits	100 hours – 4 credits
			Contemporary economic environment
			100 hours – 4 credits
Arts education :		Arts education :	Arts education :
One of the four following subjects :		One of the four following subjects :	One of the four following subjects :
Drama		Drama	Drama
Visual arts		Visual arts	Visual arts
Dance		Dance	Dance
Music		Music	Music
50 hours – 2 credits		50 hours – 2 credits	50 hours – 2 credits

Secondary III	Secondary IV	Secondary V
Compulsory Subjects	Compulsory Subjects	Compulsory Subjects
Physical education and health 50 hours – 2 credits	Physical education and health 50 hours – 2 credits	Physical education and health 50 hours – 2 credits
Personal orientation project 100 hours – 4 credits	Ethics and religious culture 100 hours – 4 credits	Personal development 50 hours – 2 credits
		Integrative project 50 hours – 2 credits
Elective Subjects	Elective Subjects	Elective Subjects
100 hours – 4 credits	100 hours – 4 credits	150 hours – 6 credits
Exploration of vocational training 2 or 4 credits	Exploration of vocational training 2 or 4 credits Personal orientation project 4 credits Entrepreneurship 2 or 4 credits	Entrepreneurship 2 or 4 credits

In addition to the elective subjects that schools choose among those on the list drawn up by the Minister, they must offer students in the applied general education path the elective subjects specific to that path if those subjects are on the list.

Schools may use the time allotted for the elective subjects 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.

23.2. A school board may, to the extent and on the conditions the Minister determines, exempt the following students from the application of section 22, 23 or 23.1 :

- (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.

23.3. At the secondary level, the work-oriented training path comprises the following two training paths: training leading to an unskilled trade and training leading to a semi-skilled trade.

A student who is at least 15 years of age on September 30 of the school year in which he or she begins the training may enroll in either training path if the student's end-of-cycle report or individualized education plan shows that

- (1) the training path, among all the training paths offered at the secondary level, is most likely to meet the student's interests, needs and abilities;

(2) the student meets the special requirements for admission to the training leading to an unskilled trade as provided for in section 23.4 or the training leading to a semi-skilled trade as provided for in section 23.5, as the case may be.

23.4. A student may be admitted to the training leading to an unskilled trade if the student's end-of-cycle report shows that the student has not passed the first level as regards the development of competencies in the areas of language of instruction and mathematics, according to the competency levels for the first cycle of the secondary level.

A student enrolled in the training leading to an unskilled trade shall receive the following general education and practical training concurrently:

WORK-ORIENTED TRAINING PATH
TRAINING LEADING TO AN UNSKILLED TRADE

Secondary III		Secondary IV		Secondary V	
General Education					
Compulsory Subjects	Prescribed Time	Compulsory Subjects	Prescribed Time	Compulsory Subjects	Prescribed Time
Language of instruction	150 h	Language of instruction	100 h	Language of instruction	50 h
Second language	50 h	Second language	50 h		
Mathematics	150 h	Mathematics	100 h	Mathematics	50 h
Technological and scientific experimentation	100 h				
Environmental and citizenship education	50 h	Environmental and citizenship education	50 h	Environmental and citizenship education	50 h
Physical education and health	50 h	Physical education and health	50 h		
Life skills	150 h	Life skills	150 h	Life skills	100 h
Practical Training					
Compulsory Subjects	Prescribed Time	Compulsory Subjects	Prescribed Time	Compulsory Subjects	Prescribed Time
Introduction to the world of work	50 h	Introduction to the world of work	100 h	Introduction to the world of work	50 h
World of work orientation	150 h	Work skills	300 h	Work skills	600 h
Total	900 h	Total	900 h	Total	900 h

In the third year of training leading to an unskilled trade, a student may take the 375 hours of preparation for a semi-skilled trade out of the prescribed time for the work skills program, if the student

(1) successfully completed the work skills program in the second year of training; and

(2) meets the special requirements established by the Minister for admission to the program leading to the semi-skilled trade.

23.5. A student may be admitted to the training leading to a semi-skilled trade if

(1) the student's end-of-cycle report shows that the student has passed the first level as regards the development of competencies in the areas of language of instruction and mathematics, according to the competency levels for the first cycle of the secondary level; and

(2) the student meets the special requirements established by the Minister for admission to the program leading to the trade.

A student enrolled in training leading to a semi-skilled trade shall receive the following general education and practical training concurrently:

WORK-ORIENTED TRAINING PATH
TRAINING LEADING TO A SEMI-SKILLED TRADE

General Education	
Compulsory Subjects	Prescribed Time
Language of instruction	200 h
Second language	100 h
Mathematics	150 h
Practical Training	
Compulsory Subjects	Prescribed Time
Introduction to the world of work	75 h
Preparation for a semi-skilled trade	375 h

”.

7. Section 24 is amended by deleting the first paragraph.

8. Section 28 is replaced by the following:

“**28.** The evaluation is a process that consists of making an assessment of learning on the basis of information that has been collected, analyzed and interpreted, with a view to educational or administrative decision-making.

A decision to promote a student to the next cycle shall be based on the student’s end-of-cycle report or annual summary of learning and on the rules governing promotion established by the school or the school board, according to their respective responsibilities.

In the second cycle of the secondary level, the promotion of a student to the next year shall be by subject.”

9. Section 29 is amended

(1) by replacing the first paragraph by the following:

“In order to inform the parents of a student of the student’s academic progress, the school shall provide

(1) at least 8 communications per cycle, including 5 report cards and an end-of-cycle report if the student is at the elementary school level or in the first cycle of secondary school; or

(2) at least 4 communications per year, including two report cards and an annual summary of learning if the student is at the preschool level or in the second cycle of secondary school.

Despite the first paragraph, the communications to be provided are given to the student if the student is of full age.”;

(2) by replacing “failing the current school year” in subparagraph 1 of the second paragraph by “not achieving the objectives of the program of studies of the cycle”.

10. Section 30 is amended

(1) by replacing paragraph 15 by the following:

“(15) an indication of the level of development achieved by the student in the year or cycle, for each of the competencies described in the preschool programs of activities or in the programs of studies for the subjects being taught.”;

(2) by deleting paragraph 16.

11. The following is added after section 31:

“**31.1.** The student’s end-of-cycle report or annual summary of learning must include

(1) an indication of the level of development achieved by the student, for each of the competencies described in the programs of studies for the subjects being taught;

(2) at the secondary level, the results for each program of studies and, where applicable, the credits for the programs;

(3) an overall rating of the student to facilitate the student’s academic progress and continuation of studies.

At the secondary level, the student’s end-of-cycle report or annual summary of learning is based on competency levels established by the Minister for the programs of studies for the subjects being taught.

The results provided for in subparagraph 2 are expressed in the form of marks for students in the second cycle of the general education path at the secondary level.

DIVISION VIII **STATEMENT OF COMPETENCIES**

31.2. Students at the secondary level shall be issued a statement of competencies by the school board,

(1) if they so request, on interrupting or abandoning their studies; and

(2) when they leave school to enroll in a vocational training centre or an adult education centre.

The statement of competencies shall include the information provided for in subparagraphs 1 and 2 of the first paragraph of section 31.1.”.

12. Section 32 is amended by replacing the first paragraph by the following:

“**32.** The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V level. Among those credits, there must be at least 20 credits at the Secondary V level and

- (1) 6 credits in Secondary V language of instruction;
- (2) 4 credits in Secondary V second language;
- (3) 4 credits in Secondary IV mathematics;
- (4) 4 credits in Secondary IV science and technology or 6 credits in Secondary IV applied science and technology;
- (5) 4 credits in Secondary IV history and citizenship education;
- (6) 2 credits in Secondary V arts education; and
- (7) 2 credits in Secondary V personal development or physical education and health.”.

13. Section 33 is replaced by the following:

“**33.** On the recommendation of the school board, the Minister shall award a training certificate for an unskilled trade, with mention of the unskilled trade, to every student who has completed the training of not less than 2,700 hours and has successfully completed the work skills education program of not less than 900 hours.

33.1. On the recommendation of the school board, the Minister shall award a training certificate for a semi-skilled trade, with mention of the semi-skilled trade, to every student who has taken the training of not less than 900 hours and has successfully completed the practical training component for the semi-skilled trade of not less than 450 hours.

On the recommendation of the school board, the Minister shall also award a training certificate for a semi-skilled trade, with mention of the semi-skilled trade, to every student referred to in the third paragraph of section 23.4 if the student

(1) has completed the training of not less than 2,700 hours leading to an unskilled trade; and

(2) meets the requirements for success for the practical training component of the training leading to a semi-skilled trade.”.

14. Schedule III is deleted.

Final and Transitional Provisions

15. Despite section 6 of this Regulation, until 30 June 2007, a school board may, to the extent and on the conditions the Minister determines, continue to exempt a student from the application of section 23 or 23.1 if the student enrolls in an individualized path for learning in life skills and work skills education, as defined in Schedule III.

16. Despite section 13 of this Regulation, a student who began the life skills and work skills education program before 1 July 2007, in accordance with subparagraph 7 of the third paragraph of section 23 of the Basic school regulation for preschool, elementary and secondary education as it read on 30 June 2005, is subject to the rules governing certification of studies set out in section 33 of the Basic school regulation as it read on that date.

17. This Regulation comes into force on 1 July 2005 subject to the following exceptions:

(1) section 22 of the Basic school regulation, replaced by section 5 of this Regulation, comes into force on 1 July 2006. From 1 July 2005 to 30 June 2006, section 22 of the Basic school regulation shall read as follows:

“**22.** In elementary school, the compulsory subjects taught each year and the suggested number of hours per week for each are as follows:

ELEMENTARY SCHOOL

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
French, second language		Second language (French or English)	
Arts education : Two of the four following subjects : Drama Visual arts Dance Music		Arts education : The two subjects taught in Cycle One	
Physical education and health		Physical education and health	
Moral instruction or Religious and moral instruction		Moral instruction or Religious and moral instruction History, geography, citizenship education Science and technology	
Unapportioned time	7.5 h	Unapportioned time	11.5 h
Total	23.5 h	Total	23.5 h

”;

(2) sections 23.3 to 23.5 of the Basic school regulation for preschool, elementary and secondary education, introduced by section 6 of this Regulation, and sections 13 and 14 of this Regulation come into force on 1 July 2007;

(3) section 32 of the Basic school regulation, replaced by section 12 of this Regulation, comes into force only on 1 May 2010. From 1 July 2005 to 30 April 2007, section 32 of the Basic school regulation shall read as follows:

“32. The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V level. Among those credits, there must be at least 20 credits at the Secondary V level and

(1) 6 credits in Secondary V language of instruction;

(2) 4 credits in Secondary V French, second language or 4 credits in Secondary IV English, second language; and

(3) 4 credits in Secondary IV Québec and Canadian history.”.

From 1 May 2007 to 30 April 2010, section 32 of the Basic school regulation shall read as follows:

“32. The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V level. Among those credits, there must be at least 20 credits at the Secondary V level and

1° 6 credits in Secondary V language of instruction;

2° 4 credits in Secondary V second language;

3° 4 credits in Secondary IV mathematics;

4° 4 credits in Secondary IV physical science; and

5° 4 credits in Secondary IV Québec and Canadian history.”.