

Draft Regulations

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, appearing below, may be made by the Government on the expiry of 45 days following this publication.

The draft Regulation amends the Basic school regulation for preschool, elementary and secondary education as follows:

— on report cards and in competency reports, the competencies in the programs of studies or programs of activities and the cross-curricular competencies are to be indicated in the terms used in the programs, with preference given to ordinary terms;

— on report cards and in competency reports for students in elementary and secondary education, other than students in pre-work training, the status of the development of the competencies in the programs of studies, the student's result and the group average for each subject taught are to be expressed as a percentage;

— the end of year report card for students in the first, third or fifth year of elementary school and for students in the first year of secondary school are to contain comments on the student's achievement in relation to one or more cross-curricular competencies;

— in certain circumstances, a student may remain for a second year in the same class, including the first year of an elementary cycle;

— the list of subjects in the second cycle of secondary education is amended to replace the compulsory "Contemporary economic environment" in the general education path and the applied general education path by "Contemporary world".

Further information may be obtained by contacting Jean-François Giguère, Direction de la formation générale des jeunes, Ministère de l'Éducation, du Loisir et du Sport, 1035, rue De La Chevrotière, 17^e étage, Québec (Québec) G1R 5A5; telephone: 418 643-3452, extension 2546.

Interested persons having comments to make on the draft Regulation are asked to send them in writing before the expiry of the 45-day period to the Minister of Education, Recreation and Sports, 1035, rue De La Chevrotière, 16^e étage, Québec (Québec) G1R 5A5.

MICHELLE COURCHESNE,
*Minister of Education,
Recreation and Sports*

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. Section 13 of the Basic school regulation for preschool, elementary and secondary education is amended by striking out the last paragraph.

2. The following is inserted after section 15:

"15.1. For elementary education, the school principal may, exceptionally, in the student's interest, allow the student to remain for a second year in the same class if it is evident from the student's individualized education plan that such a measure is, among possible measures, a measure more likely to facilitate the student's academic progress despite the fact that the duration of the first or second cycle for the student would, because of the measure, be three school years.

* 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), was last amended by the regulation made by Order in Council 488-2005 dated 25 May 2005 (2005, *G.O.* 2, 1655). For previous amendments, refer to the *Tableau des modifications et Index sommaire*, Québec Official Publisher, 2007, updated to 1 March 2007.

The measure, which may be used only once during elementary education, must not result in the student being promoted to secondary school after more than 6 years of elementary school studies.”.

3. Section 23.1 is amended by replacing the tables following the second paragraph by the following:

SECONDARY EDUCATION – CYCLE TWO 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			
English, second language	or French, second language	Second language 100 hours – 4 credits		Second languaged 100 hours – 4 credits
100 hours – 4 credits	150 hours – 6 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		
History and citizenship education 100 hours – 4 credits		History and citizenship education 100 hours – 4 credits		Contemporary world 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
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 50 hours – 2 credits
				Integrative project 50 hours – 2 credits
Elective Subjects 100 hours – 4 credits		Elective Subjects 150 hours – 6 credits		Elective Subjects 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		
English, second language	or French, second language	Second language 100 hours – 4 credits	Second language 100 hours – 4 credits
100 hours – 4 credits	150 hours – 6 credits		
Mathematics 150 hours – 6 credits		Mathematics 100 hours – 4 credits	Mathematics 100 hours – 4 credits
Applied science and technology 150 hours – 6 credits		Applied science and technology 150 hours – 6 credits	
History and citizenship education 100 hours – 4 credits		History and citizenship education 100 hours – 4 credits	Contemporary world 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
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	Ethics and religious culture 50 hours – 2 credits
			Integrative project 50 hours – 2 credits

Secondary III	Secondary IV	Secondary V
Compulsory Subjects	Compulsory Subjects	Compulsory Subjects
	Elective Subjects 100 hours – 4 credits	Elective Subjects 250 hours – 10 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	

4. Section 23.3 of the French text is amended by replacing “axé” in the first paragraph by “axée”.

5. Section 23.4 of the French text is amended by replacing “axé” in the heading of the table by “axée”.

6. Section 23.5 of the French text is amended by replacing “axé” in the heading of the table by “axée”.

7. Section 28 is amended by adding “in the case of a student taking the general education path or the applied general education path” after “be by subject” in the third paragraph.

8. Section 30 is amended

(1) by replacing “evaluated.” at the end of paragraph 15 by the following:

“evaluated; the status of the development of the competencies for elementary and secondary education is expressed by a percentage. The competencies are indicated on the report card in the terms used in the programs, with preference given to ordinary terms;”;

(2) by adding the following after paragraph 15:

“(15.1) the student’s result and the group average for each subject taught, expressed as a percentage;

(15.2) for an end of year report card for a student in the first, third or fifth year of elementary school or for a student in the first year of secondary school, comments on the student’s achievement during the reference period in relation to one or more cross-curricular competencies, with reference to the standards and procedures for the evaluation of student achievement approved by the prin-

cipal under subparagraph 4 of the first paragraph of section 96.15 of the Act; the competencies are indicated on the report card in the terms used in the programs, with preference given to ordinary terms;”;

(3) by adding the following paragraphs at the end of the section:

“The status of the development of the competencies referred to in subparagraph 15 of the first paragraph and the student’s result referred to in subparagraph 15.1 are based on the conversion table established by the Minister for the program of studies.

Subparagraphs 15 to 15.2 of the first paragraph do not apply to a student in pre-work training. Instead, the report card for that student must contain an indication of the student’s progress in relation to the objectives set for the student by the teacher, with reference to the objectives of the program of studies established by the Minister.”.

9. Section 30.1 is replaced by the following:

“**30.1.** The competency report of a student in primary or secondary education must include

(1) an indication, expressed as a percentage, of the level of development achieved by the student for each of the competencies in the program of studies;

(2) comments on the student’s achievement during the reference period in relation to one or more cross-curricular competencies, with reference to the standards and procedures for the evaluation of student achievement approved by the principal under subparagraph 4 of the first paragraph of section 96.15 of the Act; and

(3) the student's result and the group average for each subject taught, expressed as a percentage and, for a secondary school student who passes, the credits for the subjects.

The level of development of the competencies referred to in subparagraph 1 of the first paragraph and the student's result referred to in subparagraph 3 are based, where applicable, on the scales of competency levels and conversion tables established by the Minister for the programs of studies.

Subparagraphs 1 and 3 of the first paragraph do not apply to students in pre-work training for whom the result in each subject is expressed by a rating.

The competencies in the programs of studies and the cross-curricular competencies are indicated in the competency report in the terms used in the programs, with preference given to ordinary terms.

30.2. The competency report of a student in pre-school education must include an indication of the level of development achieved by the student for each of the competencies in the pre-school program of activities.

The competencies are indicated in the competency report in the terms used in the program, with preference given to ordinary terms.

30.3. Every school board may, to the extent and on the conditions determined by the Minister, exempt handicapped students referred to in section 1 or 2 of Schedule II from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1.”.

10. This Regulation comes into force on the fifteenth day following the date of its publication in the *Gazette officielle du Québec*.

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Draft Regulation

An Act respecting lotteries, publicity contests and amusement machines
(R.S.Q., c. L-6)

Bingo

— Lottery schemes

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 respecting bingo and amending the Lottery

Schemes Regulation, appearing below, may be made by the Government on the expiry of 45 days following this publication.

The purpose of this draft Regulation is to replace the Regulation respecting bingos made by Order in Council 1270-97 dated 24 September 1997 and to amend the Lottery Schemes Regulation made by Order in Council 2704-84 dated 5 December 1984.

Division I of the draft Regulation contains definitions for “charitable purposes” and “religious purposes”.

Division II establishes the categories of licences in the bingo lottery scheme and specifies the categories of persons who may apply for a licence.

Division III sets out the period of validity for each category of licence and the deadline for filing an application.

Division IV prescribes the fees for licence application examinations and the duties for the issue of licences, including the duties payable for authorizations to sell instant win tickets. It also contains the usual provisions relating to the payment and indexing of the fees and duties.

Divisions V and VI respectively contain provisions that amend the Lottery Schemes Regulation and final provisions.

Study of the matter has shown no impact on the public or on enterprises, including small and medium-sized businesses.

Further information may be obtained by contacting

Gaston Gourde, Régie des alcools, des courses et des jeux, 1, rue Notre-Dame-Est, 9^e étage, Montréal (Québec) H2Y 1B6; telephone: 514 873-7583 or 1 800-363-0320; fax: 514 873-6762; e-mail: gaston.gourde@racj.gouv.qc.ca

Any person having comments to make on the matter is asked to send them in writing before the expiry of the 45-day period to François Côté, Secretary of the Régie des alcools, des courses et des jeux, 560, boulevard Charest Est, Québec (Québec) G1K 3J3.

DENIS RACICOT

*President of the Régie des alcools,
des courses et des jeux*
