

21. Despite section 15, the amount allocated under subparagraph 3 of the first paragraph of section 50 of the Regulation respecting financial assistance for education expenses is as follows:

- (1) for the 2007-2008 year of allocation: \$15,262;
- (2) for the 2008-2009 year of allocation: \$15,362;
- (3) for the 2009-2010 year of allocation: \$15,462;
- (4) for the 2010-2011 year of allocation: \$15,562.

22. Despite section 17, the amount allocated under subparagraph 3 of the first paragraph of section 86 of the Regulation respecting financial assistance for education expenses is as follows:

- (1) for the 2007-2008 year of allocation: \$88.33 per credit;
- (2) for the 2008-2009 year of allocation: \$91.66 per credit;
- (3) for the 2009-2010 year of allocation: \$94.99 per credit;
- (4) for the 2010-2011 year of allocation: \$98.32 per credit.

23. This Regulation applies as of the 2007-2008 year of allocation.

24. This Regulation comes into force on the date of its publication in the *Gazette officielle du Québec*.

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Gouvernement du Québec

O.C. 699-2007, 22 August 2007

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

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

Regulation to amend the 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 the Government by Order in Council 651-2000 dated 1 June 2000 made the Basic school regulation for preschool, elementary and secondary education;

WHEREAS it is expedient to amend the Basic school regulation for preschool, elementary and secondary education;

WHEREAS section 458 of the Education Act provides that every draft regulation under that section must be submitted to the Conseil supérieur de l'éducation;

WHEREAS a draft Regulation, attached to this Order in Council, was submitted to the Conseil supérieur de l'éducation which gave its advice;

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 6 June 2007 with a notice that it could be made by the Government on the expiry of 45 days following that publication;

WHEREAS, under section 18 of that Act, a regulation may come into force on the date of its publication in the *Gazette officielle du Québec* where the authority that has made it is of the opinion that urgency of the situation requires it;

WHEREAS the Government is of the opinion that the urgency due to the following circumstances justifies such coming into force:

— The amendments made by the Regulation attached to this Order in Council to the Basic school regulation for preschool, elementary and secondary education must apply as of the commencement of the 2007-2008 school year which began on 1 July 2007;

WHEREAS it is expedient to make the Regulation with amendments;

IT IS ORDERED, therefore, on the recommendation of the Minister of Education, Recreation and Sports:

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

GÉRARD BIBEAU,
Clerk of the Conseil exécutif

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 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	
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			
English, second language	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 or 150 hours – 4 or 6 credits	
Science and technology 150 hours – 6 credits		Science and technology 100 hours – 4 credits	

* 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.

Secondary III	Secondary IV	Secondary V
Compulsory Subjects	Compulsory Subjects	Compulsory Subjects
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 100 or 150 hours – 4 or 6 credits	Elective Subjects 200 or 250 hours – 8 or 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 200 hours – 8 credits	English, language of instruction 150 hours – 6 credits	Language of instruction 150 hours – 6 credits	Language of instruction 150 hours – 6 credits
or			
English, second language 100 hours – 4 credits	French, second language 150 hours – 6 credits	Second language 100 hours – 4 credits	Second language 100 hours – 4 credits
Mathematics 150 hours – 6 credits		Mathematics 100 or 150 hours – 4 or 6 credits	Mathematics 100 or 150 hours – 4 or 6 credits

Secondary III	Secondary IV	Secondary V
Compulsory Subjects	Compulsory Subjects	Compulsory Subjects
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
	Elective Subjects 50 or 100 hours – 2 or 4 credits	Elective Subjects 200 or 250 hours – 8 or 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 principal 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 date of its publication in the *Gazette officielle du Québec*.