

Approved on : November 6, 2020

A handwritten signature in black ink, reading "Jean-François Roberge". The signature is written in a cursive style with a large, sweeping initial 'J'.

Jean-François Roberge,
Minister of Education

2020-2021 School Year

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ABBREVIATIONS

EA: *Education Act* (chapter I-13.3)

APE: *Act respecting private education* (chapter E-9.1)

BSR: *Basic school regulation for preschool, elementary and secondary education* (chapter I-13.3, r. 8)

ABSR: *Amended Basic school regulation for preschool, elementary and secondary education*

Table of contents

| | |
|--|----|
| 1 PROGRAMS OF STUDY | 1 |
| 1.1 List of Elective Subjects for Which the Minister Has Established Programs of Study | 1 |
| 1.2 Students Receiving Special Welcoming Services and Support in Learning French | 1 |
| 1.3 Elementary- and Secondary-Level Programs of Study and Broad Areas of Learning | 2 |
| 1.3.1 Elementary- and Secondary-Level Broad Areas of Learning | 2 |
| 1.4 Programs for Students With Moderate to Severe Intellectual Impairments | 3 |
| 1.4.1 CASP-I Education Program: A Competency-Based Approach to Social Participation (CASP-I) – Elementary-and Secondary-Level of Instruction..... | 3 |
| 1.4.2 Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School | 3 |
| 1.5 Education Program for Students With a Profound Intellectual Impairment | 3 |
| 2 EVALUATION OF LEARNING AND THE PROVINCIAL REPORT CARD | 3 |
| 2.1 Provincial Report Card | 3 |
| 2.2 Possible Exemption From the Provisions Relating to Results on the Provincial Report Card | 4 |
| 2.2.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Follow the Québec Education Program | 4 |
| 2.2.2 Students Who Have an Intellectual Impairment and Who Are Enrolled in Another Ministerial Program of Study | 5 |
| 2.2.3 Students Enrolled in the Work-Oriented Training Path (WOTP) | 5 |
| 2.2.4 Students Receiving Special Welcoming Services and Support in Learning French | 6 |
| 3 ADMISSION TO EXAMINATIONS SET BY THE MINISTER | 6 |
| 3.1 Compulsory examinations | 7 |
| 4 CERTIFICATIONS AND ATTESTATIONS | 7 |
| 4.1 Attestation of Competencies for Adapted Programs of Study for Students With Moderate to Severe Intellectual Impairments | 7 |
| 4.2 Attestation of Competencies for the Educational Program for Students With a Profound Intellectual Impairment | 8 |
| 4.3 Prework Training Certificate | 8 |
| 5 ADMISSION OF STUDENTS OVER THE AGE LIMIT | 8 |
| SCHEDULE I SUBJECTS FOR WHICH THE MINISTER HAS ESTABLISHED A PROGRAM OF STUDY | 9 |
| SCHEDULE II INFORMATION CONCERNING THE MARKS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE CASP-I EDUCATION PROGRAM: A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION | 11 |
| SCHEDULE III INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN ADAPTED PROGRAMS OF STUDY – CHALLENGES: AN EDUCATIONAL APPROACH THAT FACILITATES SOCIAL INTEGRATION – SECONDARY SCHOOL | 13 |

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| | |
|---|----|
| SCHEDULE IV INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE EDUCATION PROGRAM FOR STUDENTS WITH A PROFOUND INTELLECTUAL IMPAIRMENT | 14 |
| SCHEDULE V INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE WORK-ORIENTED TRAINING PATH | 14 |
| SCHEDULE VI INFORMATION ABOUT THE FINAL REPORT CARD FOR STUDENTS ENROLLED IN SPECIAL WELCOMING SERVICES AND FRENCH-LANGUAGE INSTRUCTIONAL SERVICES | 17 |

Annual Directives 2020-2021

The purpose of the 2020-2021 Directives is, essentially, to inform the school boards and private schools of decisions made by the Minister of Education for the 2020-2021 school year, mainly under the provisions of the *Education Act*, the *Basic school regulation for preschool, elementary and secondary education*, and the *Amended Basic school regulation for preschool, elementary and secondary education*.

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| 1 PROGRAMS OF STUDY | | |
| 1.1 List of Elective Subjects for Which the Minister Has Established Programs of Study | | |
| <p>The Minister has determined the list of elective subjects for which he has established a program of study as well as the number of credits assigned to each of these subjects.</p> | <p>The attached Schedule I contains a list of these elective subjects.</p> | <p>EA, s. 463 BSR, s. 23.1 Schedule I: <i>List of Elective Subjects for Which the Minister Has Established a Program of Study</i></p> |
| 1.2 Students Receiving Special Welcoming Services and Support in Learning French | | |
| <p>School service centres and school boards that exempt students who are receiving special welcoming services and support in learning French from the provisions concerning the subject-time allocation must use the <i>Intégration linguistique, scolaire et sociale</i> programs established by the Minister.</p> <p>In the case of students integrated into welcoming classes, the subject-time allocation must be as follows:</p> <ul style="list-style-type: none"> • Intégration linguistique, scolaire et sociale 65% • Mathematics 20% • Other subject 15% <p>In the case of students directly integrated into regular classes with support measures, and exempted from the application of the subject-time allocation, the school service centre or school board can replace the periods allotted to French, language of instruction, with periods allotted to the <i>Intégration linguistique, scolaire et sociale</i> program.</p> | <p>Preschool Education Program</p> <p>Students receiving welcoming and French-language instructional services take the Preschool Education program.</p> | <p>BSR, s. 6-7 BSR, s. 23.2 (3)</p> |

| PROVISIONS | ADDITIONAL INFORMATION | REFERENCES |
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| 1.3 Elementary- and Secondary-Level Programs of Study and Broad Areas of Learning | | |
| 1.3.1 Elementary- and Secondary-Level Broad Areas of Learning | | |
| <p>Under the powers conferred by the third paragraph of section 461 of the EA, with regard to the broad areas of learning he has established, the Minister has prescribed the activities or content to be integrated into the educational services provided to students at the elementary and secondary levels:</p> <ul style="list-style-type: none"> • compulsory academic and career guidance content for Elementary Cycle Three, as well as for Secondary Cycles One and Two • a compulsory cardiopulmonary resuscitation (CPR) training activity for Secondary III students • compulsory sexuality education content for every year from the beginning of elementary school to the end of secondary school; content for preschool is also available and may be offered by schools that wish to provide it | <p>Academic and career guidance</p> <ul style="list-style-type: none"> • The Minister has prescribed compulsory academic and career guidance content for Elementary Cycle Three, as well as for Secondary Cycles One and Two. • The Ministère de l'Éducation (MEQ) offers training and support to the school service centres, school boards and private schools. <p>Cardiopulmonary resuscitation (CPR) training</p> <ul style="list-style-type: none"> • The Minister has made a cardiopulmonary resuscitation (CPR) training activity compulsory for Secondary III students. <p>Sexuality education</p> <ul style="list-style-type: none"> • The Minister has made sexuality education content compulsory for every year from the beginning of elementary school to the end of secondary school. Sexuality education content for preschool is also available and may be offered by schools that wish to provide it. • The Ministère offers training and support to the school service centres, school boards and private schools. <p>The gradual implementation of academic and career guidance content in Secondary Cycle Two will continue in 2020-2021. Due to the suspension of educational and teaching services in 2019-2020, the three items of content for Secondary III must be offered in Secondary Cycle Two. The content for Secondary IV and V will be implemented subsequently, in 2021-2022. The Ministère will continue to offer the school network support in implementing all of this content.</p> <p>The need to present the compulsory content in Sexuality Education that was not offered in 2019-2020 because of the suspension of educational and teaching services will be determined by the educational institutions based on their specific situation and any remedial work that must be done to prepare students for the content to be covered in 2020-2021. The Ministère can support the school network in making this adjustment, if necessary.</p> <p>As for the cardiopulmonary resuscitation (CPR) training activity, it must be offered to students who were in Secondary III and unable to participate in it during the 2019-2020 school year.</p> | <p>APE, s. 32</p> <p>Academic and Career Guidance Content - Learning</p> <p>Sexuality Education - Content</p> |

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| 1.4 Programs for Students With Moderate to Severe Intellectual Impairments | | |
| 1.4.1 CASP-I Education Program: A Competency-Based Approach to Social Participation (CASP-I) – Elementary-and Secondary-Level of Instruction | | |
| <p>School service centres and school boards that exempt elementary- and secondary-school students aged 6 to 15 with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the programs of study established by the Minister:</p> <ul style="list-style-type: none"> • <i>CASP-I Education Program: A Competency-Based Approach to Social Participation</i> | <p>This education program is available on the Ministère’s website.</p> | <p>BSR, s. 23.2</p> <p>BSR, Schedule II</p> <p>CASP-I Education Program: A Competency-Based Approach to Social Participation</p> |
| 1.4.2 Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School | | |
| <p>School service centres and school boards that exempt students aged 16 to 21 with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the programs of study established by the Minister:</p> <ul style="list-style-type: none"> • <i>Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School</i> | <p>These programs and detailed information on implementing them are available on the Ministère’s website.</p> | <p>BSR, s. 23.2</p> <p>BSR, Schedule II</p> <p>Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School</p> |
| 1.5 Education Program for Students With a Profound Intellectual Impairment | | |
| <p>School service centres and school boards that exempt elementary- and secondary-school students with profound intellectual impairments (within the meaning of section 2 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the Education Program for Students With a Profound Intellectual Impairment, established by the Minister. This program is for students aged 4 to 21.</p> | <p>This education program established by the Minister is available on the Ministère’s website.</p> | <p>BSR, s. 23.2</p> <p>BSR, Schedule II</p> <p>Education Program for Students With a Profound Intellectual Impairment</p> |
| 2 EVALUATION OF LEARNING AND THE PROVINCIAL REPORT CARD | | |
| 2.1 Provincial Report Card | | |
| <p>The BSR has been amended for the 2020-2021 school year and the report-card formats that will be used for that year are presented in the schedules.</p> | | <p>EA, s. 459</p> <p>ABSR</p> |

2.2 Possible Exemption From the Provisions Relating to Results on the Provincial Report Card

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| <p>Section 30.4 of the BSR states that:</p> <p>“A school board may, to the extent and on the conditions determined by the Minister, exempt handicapped students or students with social maladjustments or learning disabilities and students receiving welcoming services and support in learning French from the application of the provisions relating to results in this basic school regulation.”</p> <p>In this case, the school service centre, school board or private school may exempt a student from the provisions relating to results in section 2 of the report card prescribed by the BSR.</p> | | BSR, s. 30.4 |
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2.2.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Follow the Québec Education Program

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| <p>The modification of expected outcomes in connection with the Québec Education Program (QEP) requirements is an exceptional measure that enables a student to progress to the best of their ability with respect to the learning provided for in the QEP. It is agreed upon when developing the student’s individualized education plan.</p> <p>An exemption from the provisions relating to section 2 of the report card prescribed by the BSR may be granted to students with handicaps, social maladjustments or learning disabilities, under the following conditions:</p> <ul style="list-style-type: none"> •The student has previously benefitted from regular targeted interventions by their teacher and one or more specialists. •The student’s individualized education plan states that they are incapable of meeting the requirements of the program established by the Minister for that subject and that, as a result, the requirements of the program have been modified for this student. •The exemption from the provisions relating to results therefore applies to the subjects targeted by the student’s individualized education plan. The mark recorded in the student’s report card corresponds to the expectations set in the student’s individualized education plan. <p>The exemption applies to:</p> <ul style="list-style-type: none"> • the group average • the weighting for the terms • the obligation to use the Framework for the Evaluation of Learning • the obligation to include the student’s result for an examination set by the Minister (20%) in the student’s final mark | <ul style="list-style-type: none"> •The student is not exempted from taking the subject, but only from the application of the provisions relating to results. •The decision to modify the expected outcomes in connection with QEP requirements is taken jointly as part of the individualized education plan process that includes the participation of the parents and the student, if the student is capable of participating. •When the exemption is applied, a distinct course code, provided for this purpose and different from the regular course code, is used. This distinct course code signifies that QEP requirements have been modified for this student. •In the Comments area for a subject in section 2 of the report card, information must be indicated regarding the modified requirements for the student. There must also be a comment on the report card indicating that the result refers to the student’s progress based on the expectations set in the student’s individualized education plan. •The results recorded in the student’s provincial report card are expressed as percentages. <p>The document entitled <i>Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students</i> serves as an aid to decision making, in particular when modifying expected outcomes with regard to QEP requirements.</p> | <p>BSR, s. 30.4; EA, s.96.14 BSR, ss. 30.1, 30.2 30.3 and 30.4</p> <p><i>Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students</i></p> |
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| <p>In the <i>Comments</i> area of section 2 of the report card, it must be indicated that the requirements of the QEP have been modified for this student.</p> | | |
| <p>2.2.2 Students Who Have an Intellectual Impairment and Who Are Enrolled in Another Ministerial Program of Study</p> | | |
| <p>a) Students With a Moderate to Severe Intellectual Impairment</p> <p>For students who are taking one of the following ministerial programs of study:</p> <ul style="list-style-type: none"> • <i>CASP-I Education Program: A Competency-Based Approach to Social Participation</i> • <i>Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School</i> <p>The information concerning the exemptions granted and the results to be entered for each program of study in section 2 of the report card prescribed by the BSR can be found in the following schedules of these Annual Directives:</p> <ul style="list-style-type: none"> • Schedule II for the <i>CASP-I Education Program: A Competency-Based Approach to Social Participation</i> • Schedule III for the <i>Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School</i> | <ul style="list-style-type: none"> • For the CASP-I Education Program, the information concerning evaluation is available in the Guide to the Evaluation of Learning. | <p>BSR, ss. 30.1, 30.2 and 30.3</p> <p>CASP-I Education Program: A Competency-Based Approach to Social Participation</p> <p>Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School</p> <p>Guide to the Evaluation of Learning: CASP-I Education Program</p> |
| <p>b) Students With a Profound Intellectual Impairment</p> <p>The information concerning the exemptions granted and the results to be entered in section 2 of the report card prescribed by the BSR is available in Schedule IV of these Annual Directives.</p> | | <p>BSR, ss. 30.1, 30.2 and 30.3</p> <p>Scales of Competency Levels – Education Program for Students With a Profound Intellectual Impairment</p> |
| <p>2.2.3 Students Enrolled in the Work-Oriented Training Path (WOTP)</p> | | |
| <p>The information concerning the exemptions granted and the marks to be entered in section 2 of the report card prescribed by the BSR is available in Schedule V to these Annual Directives.</p> | | <p>BSR, ss. 30.1, 30.2 and 30.3</p> <p>Frameworks for the Evaluation of Learning – Work-Oriented Training Path</p> |

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| <h3>2.2.4 Students Receiving Special Welcoming Services and Support in Learning French</h3> | | |
| <p>School service centres or school boards may exempt students who are receiving special welcoming services and support in learning French from the provisions concerning student results, as outlined in the BSR.</p> <p>This exemption applies to all of the following elements:</p> <ul style="list-style-type: none"> the group average, as described in section 30.1 of the BSR the weighting for the terms, as described in the second paragraph of section 30.2 of the BSR the obligation to include the student’s result for an examination set by the Minister in the student’s final mark, as described in sections 30.3 and 34 of the BSR | <p>This exemption applies to students who are receiving special welcoming and French-language instructional services, regardless of how these services are organized in the school.</p> <ul style="list-style-type: none"> In subjects to which the exemption from the provisions concerning student results applies, the result is expressed as a rating. A subject mark is not required for subjects for which detailed results are recorded on the report card, and teachers are not obligated to produce a final result for the various subjects. The proposed key regarding the rating scale to be used for exempted subjects other than <i>Intégration linguistique, scolaire et sociale</i> is provided in Schedule VI to these Annual Directives. The results for subjects to which the exemption does not apply are expressed as percentages. For the <i>Intégration linguistique, scolaire et sociale</i> programs in elementary and secondary schools, the <i>Paliers pour l’évaluation du français</i> documents (tools for evaluating French) are provided to teachers and serve as a reference when preparing report cards. | <p>BSR, ss. 6, 7 and 30.4</p> <p>BSR, ss. 6, 7, 30.1, 30.2, 30.3 and 30.4</p> <p>Intégration linguistique, scolaire et sociale (ILSS) – Enseignement primaire</p> <p>Paliers pour l’évaluation du français</p> <p>Intégration linguistique, scolaire et sociale (ILSS) – Enseignement secondaire :</p> <p>Paliers pour l’évaluation du français</p> |
| <h3>3 ADMISSION TO EXAMINATIONS SET BY THE MINISTER</h3> | | |
| <p>With regard to admission to a uniform examination, section 31 of the BSR stipulates: “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 appropriate 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 (c. I-13.3).”</p> <p>“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.”</p> | <p>No student who has taken a program may be prevented from taking an examination set by the Minister because they have not attended a sufficient number of classes or because their school marks are too low.</p> | <p>EA, s. 231</p> <p>BSR, s. 31</p> <p>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</p> |

| 3.1 Compulsory examinations | | |
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| <p>Compulsory examinations set by the Minister are administered in Elementary 4, Elementary 6 and Secondary II.</p> | <p>For the 2020-2021 school year, the compulsory examinations set by the Minister are:</p> <p>Elementary 4</p> <ul style="list-style-type: none"> • Français, langue d’enseignement <ul style="list-style-type: none"> – Lecture – Écriture <p>Elementary 6</p> <ul style="list-style-type: none"> • Français, langue d’enseignement <ul style="list-style-type: none"> – Lecture – Écriture • English Language Arts <ul style="list-style-type: none"> – Reading and writing • Mathematics <ul style="list-style-type: none"> – Mathematical reasoning <p>Secondary II</p> <ul style="list-style-type: none"> • Français, langue d’enseignement • Écriture | <p>BSR, s. 30.3</p> <p>ABSR, s. 30.3</p> |
| 4 CERTIFICATIONS AND ATTESTATIONS | | |
| 4.1 Attestation of Competencies for Adapted Programs of Study for Students With Moderate to Severe Intellectual Impairments | | |
| <p>On the recommendation of the school service centre or school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:</p> <ul style="list-style-type: none"> • they have met the requirements of the programs that were taught | <p>For these programs established by the Minister, the requirements for issuing an attestation of competencies are as follows:</p> <ul style="list-style-type: none"> • Students must have completed at least 900 hours of training for all of the competencies under <i>Section I – Basic Subjects</i>. • Students must have completed at least 1000 hours of training for both of the competencies under <i>Section II – Social Integration</i>. <p>For an attestation to be issued, a request must be submitted to the Direction de la sanction des études at: Sanction.DSE@education.gouv.qc.ca. The request must contain the information indicated in section 2.2.3 of the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p> | <p>EA, s. 471</p> <p><i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i></p> |

| 4.2 Attestation of Competencies for the Educational Program for Students With a Profound Intellectual Impairment | | |
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| <p>On the recommendation of the school service centre or school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:</p> <ul style="list-style-type: none"> • they have met the requirements of the programs that were taught | <p>For this program established by the Minister, the requirements for issuing an attestation of competencies are as follows:</p> <ul style="list-style-type: none"> • For the last three years of school attendance, students must have accumulated at least 600 hours of schooling each year. • Students must have achieved at least the moderate level (level 2) for each of the competencies in the program. <p>For an attestation to be issued, a request must be submitted to the Direction de la sanction des études at: Sanction.DSE@education.gouv.qc.ca. The request must contain the information indicated in section 2.2.3 of the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p> | <p>EA, s. 471</p> <p>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</p> |
| 4.3 Pework Training Certificate | | |
| <p>Section 33 of the BSR states that:</p> <p>“On the recommendation of the school service centre or school board, the Minister shall award a pre-work training certificate 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.”</p> | <p>Because educational services were interrupted due to the COVID-19 health crisis, the terms and conditions related to the applicable number of hours will be issued at a later date.</p> | <p>EA, s. 471</p> <p>BSR, s. 33 (amended)</p> |
| 5 ADMISSION OF STUDENTS OVER THE AGE LIMIT | | |
| <p>Beginning on the first day of the calendar for the 2020-2021 school year, any person to whom section 14 of the BSR applies may receive educational services provided in a school if they are likely to fulfill the requirements set by the BSR for obtaining, during this school year, one of the following:</p> <ul style="list-style-type: none"> • Secondary School Diploma • Pework Training Certificate • Training Certificate for a Semiskilled Trade • Certificate in On-the-Job Training in a Recycling Facility | <p>The rules for funding students over the age limit are found in the budget rules in the section entitled <i>Allocation de base pour les activités éducatives de la formation générale des jeunes</i> (base allocation for educational activities for general education in the youth sector).</p> | <p>BSR, s. 14</p> <p>Règles budgétaires de fonctionnement pour les années scolaires 2018-2019 à 2020-2021</p> |

SCHEDULE I
SUBJECTS FOR WHICH THE MINISTER HAS ESTABLISHED A PROGRAM OF STUDY

Secondary Cycle Two

General Education and Applied General Education Paths

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| Spanish as a Third Language (141-304 or 641-304; 141-404 or 641-404; 141-504 or 641-504) 4 credits | Secondary III, IV and V |
| Science and the Environment (058-402 or 558-402) 2 credits | Secondary IV, Applied General Education Path |
| Environmental Science and Technology (058-404 or 558-404) 4 credits | Secondary IV, General Education Path |
| Physics (053-504 or 553-504) 4 credits | Secondary V |
| Chemistry (051-504 or 551-504) 4 credits | Secondary V |
| Drama (170-304 or 670-304; 170-404 or 670-404; 170-504 or 670-504) 4 credits | Secondary III, IV and V |
| Visual Arts (168-304 or 668-304; 168-404 or 668-404; 168-504 or 668-504) 4 credits | Secondary III, IV and V |
| Dance (172-304 or 672-304; 172-404 or 672-404; 172-504 or 672-504) 4 credits | Secondary III, IV and V |
| Music (169-304 or 669-304; 169-404 or 669-404; 169-504 or 669-504) 4 credits | Secondary III, IV and V |
| Drama and Multimedia (170-394 or 670-394; 170-494 or 670-494; 170-594 or 670-594) 4 credits | Secondary III, IV and V |
| Visual Arts and Multimedia (168-394 or 668-394; 168-494 or 668-494; 168-594 or 668-594) 4 credits | Secondary III, IV and V |
| Dance and Multimedia (172-394 or 672-394; 172-494 or 672-494; 172-594 or 672-594) 4 credits | Secondary III, IV and V |

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| Music and Multimedia (169-394 or 669-394; 169-494 or 669-494; 169-594 or 669-594) 4 credits | Secondary III, IV and V |
| Personal Orientation Project (106-304 or 606-304; 106-404 or 606-404) 4 credits | Secondary IV and V, General Education Path and Applied General Education Path |
| Entrepreneurship (104-532 or 604-532; 104-534 or 604-534) 2 or 4 credits | Secondary III, IV and V, General Education Path |
| Exploration of Vocational Training (198-402 or 698-402; 198-404 or 698-404) 2 or 4 credits | Secondary III, IV and V, General Education Path |
| Cultural Geography (092-594 or 592-594) 4 credits | Secondary V |
| History of the 20th Century (085-594 or 585-594) 4 credits | Secondary V |
| Integrative Project (102-502 or 602-502) 2 credits | Secondary V, General Education Path and Applied General Education Path |

SCHEDULE II

INFORMATION CONCERNING THE MARKS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE CASP-I EDUCATION PROGRAM: A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION

Under section 30.4 of the *Basic school regulation for preschool, elementary and secondary education* (BSR), students who are enrolled in the CASP-I Education Program: A Competency-Based Approach to Social Participation are exempted from the application of the provisions in sections 30.1, 30.2 and 30.3 of the BSR pertaining to the results for each of the programs.

The school system is provided with the Guide to the Evaluation of Learning to support teachers in evaluating the competencies targeted in the CASP-I Education Program: A Competency-Based Approach to Social Participation and in implementing practices involving the transmission of information to parents.

The results recorded in section 2 of the report card must be expressed, in double-entry format, as follows:

Level of competency:

| | |
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| 5 | Advanced |
| 4 | Proficient |
| 3 | Intermediate |
| 2 | Basic |
| 1 | Emergent |

Degree of support provided by an adult:

| | |
|---|----------------------------------|
| A | No support from an adult |
| B | Occasional support from an adult |
| C | Frequent support from an adult |
| D | Constant support from an adult |

The scales of competency levels to be used to evaluate competencies are found in the Guide to the Evaluation of Learning.

For the competency, *Communicates*, the teacher may qualify their assessment on the level of competency achieved by adding a + sign to the level that best matches the proficiency demonstrated by the student. By giving a 3+ rating, for example, the teacher is indicating that the student can communicate verbally with or without a communication support tool and can also understand and produce written messages. The assessment, recorded in the Observations section of the report card, is accompanied by comments that justify it.

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The + sign is added to levels 3, 4 and 5 only for the competency, *Communicates*. It is an adaptation of the original model to ensure that the scale associated with this competency allows progress to be noted for students who have difficulty with the writing element but who continue to advance in the area of verbal communication.

The competencies to be evaluated each term are determined in the standards and procedures established by the school. The following procedures must be followed:

- For each term, the report card includes a result for at least two competencies.
- Over a period of two years, the report card includes at least two results for each competency.
- Every two years, when students complete elementary school or when they transfer to another program, the report card for the last term of the school year includes an indication of the student's level of development and the degree to which support from an adult is required for each of the program's competencies.

SCHEDULE III

INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN ADAPTED PROGRAMS OF STUDY – CHALLENGES: AN EDUCATIONAL APPROACH THAT FACILITATES SOCIAL INTEGRATION – SECONDARY SCHOOL

Students enrolled in the Challenges program are exempted from the application of the provisions in sections 30.1, 30.2 and 30.3 of the *Basic school regulation for preschool, elementary and secondary education* (BSR) pertaining to results. The results recorded in section 2 of the report card must be expressed as a letter grade rating using the following key:

| | |
|---|---|
| A | The student meets the requirements set for him/her very well. |
| B | The student meets the requirements set for him/her. |
| C | The student partially meets the requirements set for him/her. |
| D | The student does not meet the requirements set for him/her. |

The results to be communicated each term are determined in the standards and procedures established by the school.

SCHEDULE IV

INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE EDUCATION PROGRAM FOR STUDENTS WITH A PROFOUND INTELLECTUAL IMPAIRMENT

Report card

Students enrolled in the Education Program for Students With a Profound Intellectual Impairment are exempted from the application of the provisions in sections 30.1, 30.2 and 30.3 of *the Basic school regulation for preschool, elementary and secondary education* (BSR) pertaining to results. The results recorded in section 2 of the report card must be expressed as a letter grade rating using the following key:

| | |
|---|---|
| A | The student meets the requirements set for him/her very well. |
| B | The student meets the requirements set for him/her. |
| C | The student partially meets the requirements set for him/her. |
| D | The student does not meet the requirements set for him/her. |

The results to be communicated each term are determined in the standards and procedures established by the school.

Record of learning

With regard to the record of learning, the results relating to the levels of competency development, as recorded in section 2 of the record card prescribed by the BSR, must be expressed using the following rating scale:

| | |
|---|---|
| 4 | The student demonstrates thorough competency development. |
| 3 | The student demonstrates intermediate competency development. |
| 2 | The student demonstrates moderate competency development. |
| 1 | The student demonstrates emergent competency development. |

The record of learning is established at the times set out in the document *Scales of Competency Levels – Education Program for Students With a Profound Intellectual Impairment*.

SCHEDULE V

INFORMATION CONCERNING THE EXEMPTIONS GRANTED AND THE RESULTS TO BE ENTERED IN SECTION 2 OF THE REPORT CARD PRESCRIBED BY THE BSR FOR STUDENTS ENROLLED IN THE WORK-ORIENTED TRAINING PATH

Students enrolled in the Work-Oriented Training Path are exempted from the application of the provisions in sections 30.1, 30.2 and 30.3 of the *Basic school regulation for preschool, elementary and secondary education* (BSR) pertaining to results.

For students enrolled in the Prework Training Program

The exemption applies to:

- the group average as described in section 30.1 of the BSR
- the weighting for each term and the expression of marks as percentages, as provided for under section 30.2 of the BSR
- the obligation to include the student's result for an examination set by the Minister (20%) in the calculation of the student's final result, in keeping with section 30.3 of the BSR

The results recorded in section 2 of the report card prescribed by the BSR must be expressed as a letter grade using the following rating scale:

| | |
|---|---|
| A | The student meets the requirements set for him/her very well. |
| B | The student meets the requirements set for him/her. |
| C | The student partially meets the requirements set for him/her. |
| D | The student does not meet the requirements set for him/her. |

In the case of subjects that will not be taught the following year, the final result on the end-of-year report card must be expressed using the following rating scale:

| | |
|---|---|
| A | The student meets the program requirements very well. |
| B | The student meets the program requirements. |
| C | The student partially meets the program requirements. |
| D | The student does not meet the program requirements. |

In both cases, the results are based on the Framework for the Evaluation of Learning for the Work-Oriented Training Path established by the Minister for each program of study. A pass mark in a given subject corresponds to a rating of A or B.

For students enrolled in Training for a Semiskilled Trade

The exemption applies to:

- the group average as described in section 30.1 of the BSR
- the obligation to include the student's result for an examination set by the Minister (20%) in the calculation of the student's final mark, in keeping with section 30.3 of the BSR

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The results recorded in the student's report card are expressed as percentages.

SCHEDULE VI

INFORMATION ABOUT THE FINAL REPORT CARD FOR STUDENTS ENROLLED IN SPECIAL WELCOMING SERVICES AND FRENCH-LANGUAGE INSTRUCTIONAL SERVICES

- Proposed key for awarding letter grades in exempted subjects other than the *Intégration linguistique, scolaire et sociale* program:

| | |
|----|--|
| A | The student exceeds expectations |
| B | The student clearly meets expectations |
| C | The student barely meets expectations |
| D | The student does not meet expectations |
| NE | Not evaluated |

Note: The key presented is based on the expectations established for the student.