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This document has official status.

chapter I-13.3, r. 8

Basic school regulation for preschool, elementary and secondary education

Education Act
(chapter I-13.3, s. 447).

Note *On 10 August 2020, the Superior Court ordered a stay of the application of the Act to amend mainly the Education Act with regard to school organization and governance (2020, chapter 1) to English language school boards until a judgment is rendered on the merits of the application for judicical review challenging the validity of certain provisions of the Act.*

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CHAPTER I

NATURE AND OBJECTIVES OF EDUCATIONAL SERVICES

1. The educational services offered to students include preschool education services, elementary and secondary instructional services, student services and special services.

O.C. 651-2000, s. 1.

DIVISION I

PRESCHOOL EDUCATION SERVICES AND ELEMENTARY AND SECONDARY INSTRUCTIONAL SERVICES

2. The purpose of preschool education services is to promote the overall development of children by helping them to acquire the attitudes and competencies that will facilitate their success as students and as individuals and by enabling them to integrate gradually into society.

The purpose of elementary instructional services is to promote the overall development of students and their integration into society through basic learning, which will contribute to the progressive development of their autonomy and will prepare them for the level of learning required in secondary school.

The purpose of secondary instructional services is to further the overall development of students, to foster their social integration and to help them determine personal and career goals. The services complement and reinforce the basic education received by students so that they may obtain a Secondary School Diploma or other occupational qualifications and, as the case may be, pursue postsecondary studies.

O.C. 651-2000, s. 2.

DIVISION II

STUDENT SERVICES

3. The purpose of student services is to help students to progress in their various types of learning.

O.C. 651-2000, s. 3.

4. Student services for which programs are to be established under the first paragraph of section 224 of the Education Act (chapter I-13.3) shall include the following:

(1) support services designed to provide students with conditions that are conducive to learning;

(2) student life services designed to foster students' autonomy and sense of responsibility, their moral and spiritual dimensions, their interpersonal and community relationships, as well as their feeling of belonging to the school;

(3) counselling services designed to help students throughout their studies, with their academic and career choices, and with any difficulties they encounter;

(4) promotion and prevention services designed to provide students with an environment conducive to the development of a healthy lifestyle and of skills that are beneficial to their health and well-being;

(5) *(paragraph revoked).*

O.C. 651-2000, s. 4; O.C. 865-2001, s. 1.

5. Student services provided under section 4 must include the following:

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(1) services designed to promote student participation in school life;

(2) services designed to educate students about their rights and responsibilities;

(3) sports, cultural and social activities;

(4) support services for the use of the documentary resources of the school library;

(5) academic and career counselling and information;

(6) psychological services;

(7) psychoeducational services;

(8) special education services;

(9) remedial education services;

(10) speech therapy services;

(11) health and social services;

(12) services in spiritual care and guidance and community involvement.

O.C. 651-2000, s. 5; O.C. 865-2001, s. 2.

DIVISION III

SPECIAL SERVICES

6. Special services are designed for students who, because of particular circumstances, require welcoming services and services providing assistance in learning French or home or hospital instruction.

O.C. 651-2000, s. 6.

7. Welcoming services and assistance in learning French are designed for students whose first language is not French, who are receiving educational services in French for the first time, and whose knowledge of French does not enable them to keep up with a regular class. Those students may benefit from assistance in learning French for more than 1 school year.

The purpose of the welcoming services and assistance in learning French is to help the students to integrate into a regular class where instructional services are provided in French.

O.C. 651-2000, s. 7.

8. Home or hospital instruction is designed for students who are unable to attend school because they require specialized health care or social services.

The purpose of home or hospital instruction is to allow students who are unable to attend school to achieve the objectives of the programs of studies.

O.C. 651-2000, s. 8.

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CHAPTER II

GENERAL ORGANIZATIONAL FRAMEWORK FOR EDUCATIONAL SERVICES

DIVISION I

ADMISSION AND SCHOOL ATTENDANCE

9. In order for a person to be admitted for the first time to the educational services offered by a school service centre, an application must be submitted to the school service centre under whose jurisdiction that person falls.

An application for admission must include the following information:

(1) the person's name;

(2) the person's residential address;

(3) the names of the person's parents, unless the person is of full age;

(4) *(subparagraph revoked)*.

O.C. 651-2000, s. 9; O.C. 865-2001, s. 3.

10. If the person has already attended an educational institution in Québec, the application for admission must include an official document bearing the permanent code assigned to the person by the Ministère de l'Éducation, du Loisir et du Sport, such as a report card.

If the person cannot provide such a document, because, for example, the person will be attending an educational institution in Québec for the first time, the application for admission must include a birth certificate bearing the names of the person's parents, except if the person is of full age, or a copy of the person's act of birth issued by the registrar of civil status.

If, for one of the reasons set out in articles 130 and 139 of the Civil Code, a copy of the person's act of birth or birth certificate cannot be provided, the application for admission must include an affidavit attesting to the person's date and place of birth. That affidavit shall be made by the person, if of full age, or by one of the person's parents.

O.C. 651-2000, s. 10.

11. The school service centre shall inform the parents or the person, if of full age, whether the application for admission has been accepted or refused.

A school service centre that admits a student living in the territory of another school service centre or who was attending a school or centre of another school service centre or another school board or a private educational institution must send that school service centre, school board or private educational institution an attestation of admission.

O.C. 651-2000, s. 11; O.C. 816-2021, s. 65.

12. Children who reach the age of 5 before 1 October of the current school year and whose parents have submitted an application for admission shall be admitted to preschool education.

Children living in low-income areas, within the meaning of Schedule I, who reach the age of 4 before 1 October of the current school year and whose parents have made an application, shall be admitted to preschool education; the Minister shall establish a list of the school service centres authorized to admit those students living in low-income areas and shall determine the conditions for their admission.

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Children with handicaps, within the meaning of Schedule I, who reach the age of 4 before 1 October of the current school year and whose parents have made an application, shall be admitted to preschool education.

Children who reach the age of 6 before 1 October of the current school year shall be admitted to elementary school.

Note *For the purposes of the Act respecting private education (chapter E-9.1), the first paragraph of this section is to be read, until the date determined by the Government for the coming into force of section 13 of the Act to amend the Education Act and other provisions regarding preschool education services for students 4 years of age (S.Q. 2019, c. 24), for the 2020-2021 school year and subsequent years, as if "age of 5" were replaced by "age of 4" and as if "so that the program of activities established by the Minister for their age is provided to them" were inserted at the end.*

O.C. 651-2000, s. 12; S.Q. 2019, c. 24, s. 19.

13. A student shall be promoted from elementary to secondary school after 6 years of elementary school studies; a student may however be promoted after 5 years of studies if he or she has achieved the objectives of the programs of studies at the elementary level and has acquired sufficient emotional and social maturity.

It is up to the school service centre responsible for the elementary education of the student to determine whether or not that student satisfies the requirements of the elementary level.

O.C. 651-2000, s. 13; O.C. 488-2005, s. 1; O.C. 699-2007, s. 1.

13.1. For elementary education and at the end of the first year of secondary school, the school principal may, exceptionally, in a 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.

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, subject to the power of the principal, at the end of that period, to admit the student to an additional year of elementary school studies in accordance with the Act.

O.C. 699-2007, s. 2; O.C. 881-2007; O.C. 399-2010, s. 1.

14. A person who is over the age limit referred to in the first paragraph of section 1 of the Education Act (chapter I-13.3) 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 service centre;

(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

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(c) was unable for more than 1 month to continue studies and that incapacity is supported by a medical certificate.

O.C. 651-2000, s. 14; O.C. 488-2005, s. 2.

DIVISION II

CYCLES OF INSTRUCTION

15. Elementary education is organized into 3 cycles of 2 years each.

Secondary education is organized into 2 cycles: the first covers 2 school years and the second, 3 school years.

A cycle is a period of learning during which students acquire knowledge and competencies in each subject area which prepare them for further studies.

O.C. 651-2000, s. 15; O.C. 488-2005, s. 3; O.C. 712-2010, s. 1.

DIVISION III

SCHOOL CALENDAR AND PRESCRIBED TIME

16. The school calendar for students shall consist of the equivalent of a maximum of 200 days, at least 156 of which must be devoted to educational services.

However, for students with handicaps and students living in the low-income areas referred to in the second and third paragraphs of section 12, the school calendar shall consist of the equivalent of a maximum of 200 half-days, at least 156 of which must be devoted to educational services, unless the school service centre, to the extent and on the conditions determined by the Minister, grants them an exemption.

O.C. 651-2000, s. 16; O.C. 318-2024, s. 1.

Note *This section applies for the school year that began on 1 July 2023.*

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 2 recesses of a minimum of 20 minutes, one in the morning and the other in the afternoon, in addition to the prescribed time.

However, for the students with handicaps and the students living in low-income areas referred to in the second and third paragraphs of section 12, the week shall consist of a minimum of 11 hours and 45 minutes devoted to educational services, unless the school service centre, to the extent and on the conditions determined by the Minister, grants them an exemption.

O.C. 651-2000, s. 17; O.C. 488-2005, s. 4; O.C. 544-2019, s. 1.

18. For secondary students, the week shall consist of a minimum of 25 hours devoted to educational services. The students shall also have a minimum period of 50 minutes for lunch and 5 minutes between each class, in addition to the prescribed time.

O.C. 651-2000, s. 18.

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18.1. Despite the first paragraph of section 17, the first school days of the school calendar for children in preschool education may be used to allow them to enter school gradually.

Each day used for gradual entry to school constitutes, for the purposes of the first paragraph of section 16, the equivalent of one day of class in the school calendar devoted to educational services.

O.C. 399-2010, s. 2.

18.2. For students in elementary school and students in the first cycle of secondary school, the school calendar must consist of at least 624 hours devoted to the instruction of the compulsory subjects provided for in section 22 or 23, as the case may be.

For students in the second cycle of secondary school, the calendar must consist of at least 562 hours devoted to the instruction of the subjects provided for in section 23.1 and the elective subjects appearing on the list drawn up by the Minister under the Act.

O.C. 399-2010, s. 2; O.C. 318-2024, s. 2.

Note *This section applies for the school year that began on 1 July 2023.*

19. The following days are school holidays for students:

(1) Saturdays and Sundays;

(2) 1 July;

(3) the first Monday in September;

(4) the second Monday in October;

(5) 24, 25 and 26 December;

(6) 31 December, 1 and 2 January;

(7) Good Friday and Easter Monday;

(8) the Monday preceding 25 May;

(9) 24 June.

However, despite subparagraph 1 of the first paragraph, educational services may be offered to students on Saturdays and Sundays, with the parents' authorization.

O.C. 651-2000, s. 19; O.C. 399-2010, s. 3.

DIVISION IV

INFORMATION AND DOCUMENTS TO BE SUPPLIED TO THE STUDENT'S PARENTS

20. At the beginning of the school year, the principal shall ensure that the following documents are provided to the parents of each student or to the student, if of full age:

(1) the general rules of the school and the calendar of the school's activities;

(2) information on the preschool education program or, in the case of an elementary or a secondary student, information on the student's programs of studies and a list of the textbooks required for the programs;

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(3) the name of the student's teacher in the case of a child in preschool education and, in all other cases, the names of all the student's teachers, including, where applicable, the name of the homeroom teacher;

(4) in the case of an elementary or a secondary student, a summary of the standards and procedures for the evaluation of student learning approved by the school principal, indicating in particular the nature of the main evaluations and the period during which they are scheduled for each subject.

If, during the year, significant adjustments are made to the information to which subparagraph 4 of the first paragraph applies, the school principal ensures that the adjustments are also communicated to the parents or to the student.

O.C. 651-2000, s. 20; O.C. 712-2010, s. 2.

DIVISION V

INSTRUCTIONAL MATERIAL

21. In addition to the right of personal use of school textbooks in accordance with section 7 of the Education Act (chapter I-13.3), elementary or secondary students shall have access to the instructional material selected in accordance with the Act for their programs of studies. Children in preschool education shall have access to the instructional material required by the programs of activities provided for them.

O.C. 651-2000, s. 21.

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DIVISION VI

SUBJECT-TIME ALLOCATIONS

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
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: 2 of the 4 following subjects: Drama; Visual arts; Dance; Music.		Arts education: 2 of the 4 subjects prescribed for Cycle One, 1 of which is taught in that Cycle	
Ethics and religious culture		Ethics and religious culture	
		Geography, history citizenship education	
		Science and technology	
Unapportioned time	7 h	Unapportioned time	11 h

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Total time	**25 h**	**Total time**	**25 h**

O.C. 651-2000, s. 22; O.C. 865-2001, s. 4; O.C. 488-2005, s. 5; O.C. 380-2008, s. 1.

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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

1 of the 4 following subjects:
Drama;
Visual arts;
Dance;
Music.

Physical education and health
100 hours - 4 credits

Ethics and religious culture
100 hours - 4 credits

O.C. 651-2000, s. 23; O.C. 865-2001, s. 5; O.C. 488-2005, ss. 6 and 16; O.C. 380-2008, s. 2.

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

For those paths, the suggested number of hours per year for each subject and the number of credits for each are as follows:

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SECONDARY EDUCATION – CYCLE TWO GENERAL EDUCATION PATH			
Secondary III		**Secondary IV**	**Secondary V**
Compulsory Subjects		**Compulsory Subjects**	**Compulsory Subjects**
French, language of instruction 200 hours – 8 credits English, second language 100 hours – 4 credits	or English, language of instruction 150 hours – 6 credits French, second language 150 hours – 6 credits	Language of instruction 150 hours - 6 credits Second language 100 hours - 4 credits	Language of instruction 150 hours - 6 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
Science and technology 150 hours - 6 credits		Science and technology 100 hours - 4 credits	
History 100 hours - 4 credits		History 100 hours - 4 credits	Contemporary world 50 or 100 hours 2 or 4 credits
Arts education: 1 of the 4 following subjects: Drama Visual arts Dance Music 50 hours - 2 credits		Arts education: 1 of the 4 following subjects: Drama Visual arts Dance Music 50 hours - 2 credits	Arts education: 1 of the 4 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
			Financial education 50 hours - 2 credits
Elective Subjects **100 hours** **4 credits**		**Elective Subjects** **100 or 150 hours** **4 or 6 credits**	**Elective Subjects** **200, 250 or 300 hours** **8, 10 or 12 credits**

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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, second language 100 hours - 4 credits	or	English, language of instruction 150 hours - 6 credits French, second language 150 hours - 6 credits	Language of instruction 150 hours - 6 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
Applied science and technology 150 hours - 6 credits		Applied science and technology 150 hours - 6 credits	
History 100 hours - 4 credits		History 100 hours - 4 credits	Contemporary world 50 or 100 hours 2 or 4 credits
Arts education: 1 of the 4 following subjects: Drama Visual arts Dance Music 50 hours - 2 credits		Arts education: 1 of the 4 following subjects: Drama Visual arts Dance Music 50 hours - 2 credits	Arts education: 1 of the 4 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
			Financial education 50 hours - 2 credits
		Elective Subjects **50 or 100 hours** **2 or 4 credits**	**Elective Subjects** **200, 250 or 300 hours** **8, 10 or 12 credits**
		Exploration of vocational training 2 or 4 credits Personal orientation project 4 credits Entrepreneurship 2 or 4 credits	Exploration of vocational training 2 or 4 credits Entrepreneurship 2 or 4 credits

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The Secondary IV compulsory subject Ethics and religious culture may, subject to section 26, be taught to Secondary III students and, if applicable, the credits assigned for that subject may be given to those students.

In addition to the elective subjects that schools choose among those on the list drawn up by the Minister, the schools 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.

O.C. 488-2005, ss. 6 and 16; O.C. 699-2007, s. 3; O.C. 399-2010, s. 4; O.C. 855-2011, s. 1; O.C. 312-2017, s. 1.

23.2. A school service centre 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, within the meaning of section 1 of Schedule II;

(2) students with profound intellectual handicaps, within the meaning of section 2 of Schedule II;

(3) students receiving welcoming services and assistance in learning French or students receiving home or hospital instruction.

O.C. 488-2005, s. 6.

23.3. At the secondary level, the work-oriented training path comprises the following 2 training paths: pre-work training 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 last report card of the school year 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 pre-work training set out in section 23.4 or to training leading to a semi-skilled trade set out in section 23.5, as the case may be.

O.C. 488-2005, s. 6; O.C. 712-2010, s. 3.

23.4. A student may be admitted to pre-work training if the student has not achieved the objectives of the elementary level programs of studies for language of instruction and mathematics.

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A student enrolled in pre-work training shall receive the following general education and practical training concurrently:

WORK-ORIENTED TRAINING PATH
PRE-WORK TRAINING

Secondary I		Secondary II		Secondary III	
General Education					
Compulsory Subjects	**Prescribed Time**	**Compulsory Subjects**	**Prescribed Time**	**Compulsory Subjects**	**Prescribed Time**
Language of instruction	150h	Language of instruction	100h	Language of instruction	50h
Second language	50h	Second language	50h		
Mathematics	150h	Mathematics	100h	Mathematics	50h
Technological and scientific experimentation	100h				
Geography, history and citizenship education	50h	Geography, history and citizenship education	50h	Geography, history and citizenship education	50h
Physical education and health	50h	Physical education and health	50h		
Autonomy and social participation	100h	Autonomy and social participation	100h	Autonomy and social participation	50h
Unapportioned time	50h	Unapportioned time	50h	Unapportioned time	50h
Practical Training					

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Compulsory Subjects	Prescribed Time	Compulsory Subjects	Prescribed Time	Compulsory Subjects	Prescribed Time
Preparation for the job market	50h	Preparation for the job market	100h	Preparation for the job market	50h
World of work orientation	150h	Work skills	300h	Work skills	600h
Total	900h	Total	900h	Total	900h

In the third year of pre-work training, 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.

O.C. 488-2005, s. 6.

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

(1) the student has achieved the objectives of the elementary level programs of studies for language of instruction and mathematics, but has not earned the credits in the first cycle of the secondary level in those subjects; and

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

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

WORK-ORIENTED TRAINING PATH
TRAINING FOR A SEMI-SKILLED TRADE

General Education

Compulsory Subjects	Prescribed Time
Language of instruction	200h
Second language	100h
Mathematics	150h

Practical Training

Compulsory Subjects	Prescribed Time
Preparation for the job market	75h
Preparation for a semi-skilled trade	375h
TOTAL	900h

O.C. 488-2005, s. 6.

24. For students admitted to an English language school, French as the language of instruction for subjects other than French as a second language may be used with the parents' authorization.

O.C. 651-2000, s. 24; O.C. 488-2005, s. 7.

25. The school may, without authorization from the Minister, assign a maximum of 4 credits for a local program of studies.

O.C. 651-2000, s. 25.

26. Schools provide a minimum of 21.5 hours of instructional services for each of the credits assigned for a program of studies, unless the compulsory objectives and contents of the program may be achieved within less time.

O.C. 651-2000, s. 26; O.C. 318-2024, s. 4.

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Note *This section applies for the school year that began on 1 July 2023.*

27. Students who show that they have achieved the objectives of a program by passing an examination set by the school or the school service centre are not required to take that program. The time allotted for that program shall be used for learning purposes.

O.C. 651-2000, s. 27.

DIVISION VII

EVALUATION OF LEARNING

28. Evaluation is the process whereby a judgment is made on a student's learning, that is, knowledge and competencies in each subject area, on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.

A decision to promote a student to the next cycle shall be based on the student's last report card of the last school year and on the rules governing promotion established by the school or the school service centre, 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 in the case of a student taking the general education path or the applied general education path.

O.C. 488-2005, s. 8; O.C. 699-2007, s. 7; O.C. 712-2010, s. 4.

28.1. For elementary and secondary education, the pass mark is 60% for each subject.

O.C. 712-2010, s. 5.

29. In order to inform a student's parents of the student's learning and behaviour, the school provides one written communication, other than a report card, to the parents no later than 15 October. If the student is of full age, the communication is provided to the student.

O.C. 651-2000, s. 29; O.C. 488-2005, s. 9; O.C. 712-2010, s. 6.

29.1. In order to inform a student's parents of the student's academic progress, the school provides a report card to the parents at the end of each of the 3 terms, in the form prescribed by Schedules IV to VII. If the student is of full age, the report cards are provided to the student.

The report cards are provided no later than 20 November for the first term, 28 March for the second term and 10 July for the third term.

O.C. 712-2010, s. 6; O.C. 318-2024, s. 5.

Note *This section applies for the school year that began on 1 July 2023.*

29.2. At least once a month, information is provided to the parents of a minor in the following cases:

(1) the student's results put him or her at risk of not obtaining the pass mark for the programs of studies or, for a child in preschool education, when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year;

(2) the student's behaviour does not comply with the school's rules of conduct;

(3) an individualized education plan providing for the information was prepared for the student.

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The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.

O.C. 712-2010, s. 6.

30. The report card for preschool education must be consistent with the report card in Schedule IV and contain all the information shown in sections 1 and 2 of the report card in the schedule; the last report card of the school year must contain all the information shown in section 4 of the report card in the schedule.

The results shown as observations in section 2 of the report card must indicate the state of development of the competencies in the areas specific to the Preschool Education program, if the competencies have been evaluated or, in the case of the last report card of the school year, a report on the state of development achieved by the student for each competency in the areas specific to the Preschool Education program.

The state of development of the competencies in the areas specific to the Preschool Education program and the report on the state of development of the competencies are based on the framework for the evaluation of learning for the Preschool Education program as established by the Minister.

O.C. 651-2000, s. 30; O.C. 488-2005, s. 10; O.C. 699-2007, s. 8; O.C. 712-2010, s. 7; O.C. 945-2023, s. 2.

30.1. The report cards for elementary education and the first or second cycle of secondary education must be consistent with the report cards in Schedules V to VII, as applicable. They must contain all the information shown in sections 1 to 3 of the report cards in the schedules; for the last report card of the school year in elementary education or the first cycle of secondary education, the report cards must contain the information shown in section 5 of the report card in the applicable schedule.

A student's results in section 2 of the report cards must include

(1) a detailed result per competency for the language of instruction, second language and mathematics subjects;

(2) a detailed result per component, theory and practical, for compulsory and elective science subjects, other than mathematics, such as Science and Technology and Applied Science and Technology;

(3) a subject mark for each subject taught and the group average.

At the end of the first 2 terms of the school year, the detailed results, for the subjects for which such results are required, are detailed only for the competencies or components that have been evaluated.

At the end of the third term of the school year, the results consist in a report pertaining to the program of study, indicating the student's result for the competencies or components of the programs of studies for the subjects in subparagraphs 1 and 2 of the second paragraph as well as, for each subject taught, the student's subject mark and the group average.

The last report card of the school year includes the student's final mark for the competencies or components of the programs of studies established by the Minister for the subjects in subparagraphs 1 and 2 of the second paragraph as well as the student's final subject mark and the final group average for each subject taught. In secondary education, the credits earned for each subject passed are also indicated.

O.C. 488-2005, s. 11; O.C. 699-2007, s. 9; O.C. 712-2010, s. 7.

30.2. The results in section 2 of the elementary school report cards or secondary school report cards, cycle one or two, must all be expressed as a percentage. The results are based on the framework for the evaluation of learning established by the Minister for each program of study as well as, in accordance with section 30.3, on the examinations set by the Minister or the school service centre, if applicable.

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The final mark per competency or component is calculated according to the following weighing: 20% for the first term, 20% for the second term, 60% for the third term.

The student's subject mark and final subject mark are calculated using the weighing of competencies established in the framework for the evaluation.

O.C. 699-2007, s. 9; O.C. 712-2010, s. 7.

30.3. Subject to section 34 of this basic school regulation and section 470 of the Act, a student's result for an examination set by the Minister is worth 10% of the student's final mark.

O.C. 699-2007, s. 9; O.C. 712-2010, s. 7; O.C. 318-2024, s. 6.

Note *This section applies for the school year that began on 1 July 2023.*

30.4. A school service centre 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.

O.C. 712-2010, s. 7.

31. 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 (chapter I-13.3).

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 service centre may be admitted to an examination set by the Minister.

O.C. 651-2000, s. 31; S.Q. 2017, c. 23, s. 35.

CHAPTER III

CERTIFICATION OF STUDIES

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;

(6) 2 credits in Secondary IV arts education; and

(7) 2 credits in Secondary V ethics and religious culture or physical education and health.

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Credits earned in a vocational training program leading to a Diploma of Vocational Studies or to an Attestation of Vocational Specialization are taken into account when awarding the Secondary School Diploma.

O.C. 651-2000, s. 32; O.C. 488-2005, ss. 12 and 18; O.C. 312-2017, s. 2.

33. On the recommendation of the school service centre, the Minister shall award a pre-work training certificate to every student who has completed the training of not less than 2,580 hours and has successfully completed the work skills education program of not less than 820 hours apportioned as follows: a minimum of 300 hours for the 2022-2023 school year and a minimum of 520 hours for the 2023-2024 school year.

O.C. 651-2000, s. 33; O.C. 488-2005, ss. 13 and 17; O.C. 318-2024, s. 7.

Note *This section applies for the school year that began on 1 July 2023.*

33.1. On the recommendation of the school service centre, the Minister shall award a training certificate for a semi-skilled trade, with mention of the trade, to every student who has completed the training of not less than 780 hours and has successfully completed the practical training component for the semi-skilled trade of not less than 390 hours.

On the recommendation of the school service centre, 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 pre-work training of not less than 2,580 hours; and

(2) has successfully completed the practical training component of the training leading to a semi-skilled trade.

O.C. 488-2005, s. 13; O.C. 318-2024, s. 7.

Note *This section applies for the school year that began on 1 July 2023.*

34. For all programs of studies offered at the secondary level that lead to a Secondary School Diploma, the pass mark is 60%.

For all programs of studies for which the Minister sets an examination, the Minister shall take into account the summative evaluation of the student transmitted by the school service centre in a proportion of 80%, subject to section 470 of the Education Act (chapter I-13.3). The Minister shall then certify success or failure in that program.

O.C. 651-2000, s. 34; O.C. 1675-2023, s. 1; O.C. 318-2024, s. 10.

Note *This section applies for the school year that began on 1 July 2023.*

CHAPTER IV

QUALITY OF LANGUAGE

35. Schools shall take the necessary measures to ensure that all teachers in all subjects and all school staff pay special attention to the quality of written and spoken language in learning and in all school activities.

O.C. 651-2000, s. 35.

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CHAPTER V

TRANSITORY AND FINAL PROVISIONS

36. *(Obsolete).*

O.C. 651-2000, s. 36.

37. *(Omitted).*

O.C. 651-2000, s. 37.

38. *(Omitted).*

O.C. 651-2000, s. 38.

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SCHEDULE I

(s. 12)

HANDICAPPED STUDENTS AND STUDENTS LIVING IN LOW-INCOME AREAS

1. Handicapped students are students whose overall functioning, evaluated by a qualified person, shows that they satisfy the following conditions:

(1) the student is considered handicapped within the meaning of the Act to secure handicapped persons in the exercise of their rights with a view to achieving social, school and workplace integration (chapter E-20.1);

(2) the student displays disabilities that limit or prevent participation in educational services;

(3) the student needs support in order to function in a school environment.

2. Students living in low-income areas are students residing in territories identified as economically disadvantaged during the 1996-1997 school year, according to the following criteria:

(1) poverty, as defined by certain indices of income and education;

(2) district, the basic territorial unit for any activities involving school-age children;

(3) concentration, i.e. the presence of a certain number of poor families in a given area.

O.C. 651-2000, Sch. I.

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SCHEDULE II

(ss. 22, 23 and 23.1)

STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL HANDICAPS OR WITH PROFOUND INTELLECTUAL HANDICAPS

(1) Students with moderate to severe intellectual impairments are students whose cognitive functions, evaluated by a multidisciplinary team using standardized tests, show a level of general functioning that is clearly below average, as well as impaired adaptive behaviour appearing from the beginning of the developmental period.

The evaluation of the student's level of functioning must also show that the student displays:

(1) limitations in the area of cognitive development restricting the ability to learn with respect to certain objectives of the regular programs of studies and requiring an adapted pedagogy or program;

(2) limited functional abilities in the area of personal and social autonomy resulting in a need for assistance in new activities or a need for instruction in basic autonomy;

(3) more or less marked difficulties in sensory, motor and communication development, making adapted intervention necessary in those areas.

(2) Students who are profoundly intellectually handicapped are students whose cognitive functions, evaluated by a multidisciplinary team using standardized tests, show a level of general functioning that is clearly below average, as well as impaired adaptive behaviour appearing from the beginning of the developmental period.

The evaluation of the student's level of functioning must also show that the student displays the following characteristics:

(1) major limitations in the area of cognitive development making it impossible to achieve the objectives of the regular programs of studies and requiring the use of an adapted program;

(2) perception, motor and communication skills are limited, requiring individualized methods of evaluation and stimulation;

(3) very low functional abilities in the area of personal and social autonomy, resulting in a constant need for support and supervision to accomplish daily school tasks.

The evaluation of the student's level of functioning may also show that the student displays related impairments such as physical and sensorial impairments, as well as neurological and psychological disorders and an increased propensity to contract various illnesses.

(3) (*Revoked*).

(4) (*Revoked*).

(5) (*Revoked*).

O.C. 651-2000, Sch. II; O.C. 488-2005, s. 14.

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SCHEDULE III

(Revoked)

O.C. 651-2000, Sch. III; O.C. 488-2005, s. 15.

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SCHEDULE IV

(ss. 29.1 and 30)

PRESCHOOL EDUCATION REPORT CARD

PRESCHOOL EDUCATION REPORT CARD
20__–20__ SCHOOL YEAR

1 GENERAL INFORMATION

Write the student's name here.

Permanent code:

Date of birth: YYYY/MM/DD

Age on September 30:

RECIPIENT(S) OF REPORT CARD

☐ Father ☐ Mother ☐ Legal guardian ☐ Other

Name:

Address:

Telephone (home):

Telephone (work):

Other telephone:

Reporting term:

Start:

End:

Insert the school's logo (if any).

Insert the school service centre's name and logo.

Write the school's name here.

Address:

Telephone:

Institution code:

Email address:

Principal:

Principal's signature:

Teacher:

ATTENDANCE

Term	1	2	3
Days absent			
School days			

Reserved for administrative use

2 OBSERVATIONS

Areas and competencies	Term	Competency development	
Write the name of the area of development specific to the Preschool Education Program here. *Write the competency specific to this area of development here.*	1	*Choose one of the following observations to be assigned to the student:* ***The student is making very good progress on the competency.*** ***The student is making satisfactory progress on the competency.*** ***The student is making progress on the competency but shows some difficulties.*** **The student is making progress on the competency but shows significant difficulties.** *If necessary, add any personalized comments.*	
		PROGRESS: › *Write comments here if necessary.*	CHALLENGE(S): › *Write comments here if necessary.*
	2	*Follow the same steps as for term 1.*	
	3 Overview	*Follow the same steps as for term 1.*	

Repeat the preceding box as many times as necessary.

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20__-20_ School year | **PRESCHOOL EDUCATION**

3 OTHER COMMENTS (Complete if applicable.)

Various comments, such as those regarding other learning in class or during school projects

4 STUDENT'S ACADEMIC PROGRESS (Complete only for the last report card of the year.)

Promotion to elementary school

- ☐ The student will continue in preschool education because the student will not be 6 years old before October 1.
- ☐ The student will continue in preschool education in accordance with the conditions set out in the student's individualized education plan (IEP).
- ☐ The student will move on to elementary school.
- ☐ Other: _____

_____ Principal's signature

_____ Date

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O.C. 712-2010, s. 8; O.C. 945-2023, s. 4.

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SCHEDULE V

(ss. 29.1, 30.1 and 30.2)

ELEMENTARY SCHOOL REPORT CARD

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SCHEDULE V
(ss. 29.1, 30.1 and 30.2)

ELEMENTARY SCHOOL REPORT CARD

20__ - 20__ School Year

Insert the school board's logo and name

1. GENERAL INFORMATION

Name of school: Institution code: Principal: Signature:	Address: Telephone (area code and no.): Fax (area code and no.):
Student's name: Permanent code: Date of birth: Age on September 30: Cycle: Year: Elementary ___	Recipient(s) of report card (*Check*) : Father ☐ Mother ☐ Legal guardian ☐ Other ☐ Name: Address: Telephone at home (area code and no.): Telephone at work (area code and no.): Other (area code and no.):

Reporting term: Starting: Ending:	Attendance						
		Elementary __			Elementary __		
	Terms	1	2	3	1	2	3
	Days absent						
	School days						

2. RESULTS

Enter subject name Teacher:	Cycle____							
	Elementary ___				Elementary ____			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Enter a competency if the subject is one for which a detailed result is required under section 30.1								
Repeat the preceding line as many times as necessary								
Subject mark								
Group average								
Comments: *Enter comments regarding the student's strengths, challenges and progress*								

Repeat this section as many times as necessary

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3. COMMENTS ON CERTAIN COMPETENCIES

Comments on two of the following four competencies: exercises critical judgment / organizes his/her work / communicates effectively / works in a team		
	Term 1	Term 3
Elementary ___		
Elementary ___		

4 . OTHER COMMENTS (COMPLETE IF APPLICABLE)

Various comments, such as regarding other learning that has taken place during class or school projects

5. STUDENT'S ACADEMIC PROGRESS (COMPLETE ONLY FOR THE LAST REPORT CARD OF THE YEAR)

Promotion to the next year

☐ The student will move on to the next year.

☐ The student will continue in the same year in accordance with the conditions set out in his/her individualized education plan (IEP).

_____ Principal's signature

_____ Date

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O.C. 712-2010, s. 8.

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SCHEDULE VI

(ss. 29.1, 30.1 and 30.2)

SECONDARY SCHOOL REPORT CARD

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SCHEDULE VI
(ss. 29.1, 30.1 and 30.2)

SECONDARY SCHOOL REPORT CARD

CYCLE ONE

20__ - 20__ School Year

Insert the school board's logo and name

1. GENERAL INFORMATION

Name of school: Institution code: Address: Telephone (area code and no.): Fax (area code and no.): Principal: Signature:	Reporting term: Starting: Ending:
Student's name: Permanent code: Date of birth: Age on September 30: Year: Secondary ___	Recipient(s) of report card (*Check*) : Father ☐ Mother ☐ Legal guardian ☐ Other ☐ Student of full age ☐ Name: Address: Telephone at home (area code and no.): Telephone at work (area code and no.): Other (area code and no.):

2. RESULTS

Enter subject name Course code: Teacher:	Secondary I				Secondary II			
	Term 1	Term 2	Term 3	Final Mark	Term 1	Term 2	Term 3	Final Mark
Enter a competency or component if the subject is one for which a detailed result is required under section 30.1								
Repeat the preceding line as many times as necessary								
Subject mark								
Group average								
Credits								
Days absent	Term 1: ___ Term 2: ___ Term 3: ___				Term 1: ___ Term 2: ___ Term 3: ___			
Comments: *Enter comments regarding the student's strengths, challenges and progress*								

Repeat this section as many times as necessary

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3. COMMENTS ON CERTAIN COMPETENCIES

Comments on two of the following four competencies: exercises critical judgment / organizes his/her work / communicates effectively / works in a team		
	Term 1	Term 3
Secondary I		
Secondary II		

4 . OTHER COMMENTS (COMPLETE IF APPLICABLE)

Various comments, such as regarding other learning that has taken place during class or school projects

5. STUDENT'S ACADEMIC PROGRESS (COMPLETE ONLY FOR THE LAST REPORT CARD OF THE YEAR)

Promotion to the next year

☐ The student will move on to the next year.

☐ The student will continue in the same year in accordance with the conditions set out in his/her individualized education plan (IEP).

Principal's signature _____ Date _____

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O.C. 712-2010, s. 8.

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SCHEDULE VII

(ss. 29.1, 30.1 and 30.2)

SECONDARY SCHOOL REPORT CARD

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SCHEDULE VII
(ss. 29.1, 30.1 and 30.2)

SECONDARY SCHOOL REPORT CARD

CYCLE TWO

20__ - 20__ School Year

Insert the school board's logo and name

1. GENERAL INFORMATION

Name of school: Institution code: Address: Telephone (area code and no.): Fax (area code and no.): Principal: Signature:	Reporting term: Starting: Ending:
Student's name: Permanent code: Date of birth: Age on September 30: Year: Secondary ___	Recipient(s) of report card (*Check*) : Father ☐ Mother ☐ Legal guardian ☐ Other ☐ Student of full age ☐ Name: Address: Telephone at home (area code and no.): Telephone at work (area code and no.): Other (area code and no.):

2. RESULTS

Enter subject name Course code: Teacher:	Secondary ___			
	Term 1	Term 2	Term 3	Final Mark
Enter a competency or component if the subject is one for which a detailed result is required under section 30.1				
Repeat the preceding line as many times as necessary				
Subject mark				
Group average				
Credits				
Days absent	Term 1: ___ Term 2: ___ Term 3: ___			
Comments: *Enter comments regarding the student's strengths, challenges and progress*				

Repeat this section as many times as necessary

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3. COMMENTS ON CERTAIN COMPETENCIES

Comments on two of the following four competencies: exercises critical judgment / organizes his/her work / communicates effectively / works in a team		
	Term 1	Term 3
Secondary __		

4 . OTHER COMMENTS (COMPLETE IF APPLICABLE)

Various comments, such as regarding other learning that has taken place during class or school projects

".

9. This Regulation comes into force on 1 July 2011.

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O.C. 712-2010, s. 8.

TRANSITIONAL

2024

(O.C. 318-2024) **SECTION 3**. For the school year that began on 1 July 2023, subject to sections 33 and 33.1 of that basic school regulation, the prescribed time set in the tables in sections 23.4 and 23.5 of the basic school regulation is to be adjusted, as needed, on the basis of the number of days scheduled in the school calendar.

SECTION 13. This Regulation applies despite any inconsistent provision in the Basic school regulation for preschool, elementary and secondary education (chapter I-13.3, r. 8), the Basic adult general education regulation (chapter I-13.3, r. 9) or the Basic vocational training regulation (chapter I-13.3, r. 10).

2023

(O.C. 945-2023) **SECTION 5**. For the purposes of section 32 of the Basic school regulation for preschool, elementary and secondary education for the 2022-2023 school year,

(1) a student who has successfully completed the Secondary IV Culture and Citizenship in Québec program further to a derogation authorized by the Minister is deemed to have earned 4 credits in Secondary IV Ethics and religious culture;

(2) a student who has successfully completed the Secondary V Culture and Citizenship in Québec program further to a derogation authorized by the Minister is deemed to have earned 2 credits in Secondary V Ethics and religious culture.

SECTION 6. For the 2023-2024 school year, sections 22, 23, 23.1 and 32 of the Basic School regulation are to be read by replacing the words “Ethics and religious culture” wherever they appear by the words “Ethics and religious culture or Culture and Citizenship in Québec”.

2017

(O.C. 312-2017) **SECTION 3**. For the purposes of section 32, as amended by section 2 of this Regulation, a student who has earned 4 credits in Secondary IV history and citizenship education is deemed to have earned 4 credits in Secondary IV history.

UPDATES
O.C. 651-2000, 2000 G.O. 2, 2593
O.C. 865-2001, 2001 G.O. 2, 3534
O.C. 488-2005, 2005 G.O. 2, 1655
O.C. 699-2007, 2007 G.O. 2, 2398A
O.C. 881-2007, 2007 G.O. 2, 2877
O.C. 380-2008, 2008 G.O. 2, 1254
O.C. 399-2010, 2010 G.0. 2, 1291
O.C. 712-2010, 2010 G.O. 2, 2545
O.C. 855-2011, 2011 G.O. 2, 2546
O.C. 312-2017, 2017 G.O. 2, 609A
S.Q. 2017, c. 23, s. 35
O.C. 544-2019, 2019 G.O. 2, 916
S.Q. 2020, c. 1, s. 312
O.C. 816-2021, 2021 G.O. 2, 2103

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O.C. 945-2023, 2023 G.O. 2, 1127
O.C. 1675-2023, 2023 G.O. 2, 3129
O.C. 318-2024, 2024 G.O. 2, 833

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