

THE GOVERNING BOARD

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# DID YOU KNOW?

NUMBER 1, FALL 2021

Subject-Time Allocation and  
Extracurricular Activities



Throughout the school year, the Ministère will be publishing six thematic bulletins entitled *Did You Know?* These will complete the compulsory content of the training for governing board members.

These bulletins will be issued at key moments of the school year. They will answer your frequently asked questions and enable you to improve your knowledge.

# Subject-time allocation

The subject-time allocation, which the governing boards approve annually, specifies the amount of time allocated for teaching each subject.

The flexibility permitted in the time allocated to the teaching of each subject is consistent with the principle of subsidiarity.

This flexibility makes it possible to respond to the needs and characteristics in the school environment by, for example, offering a special project to a whole school or an elective subject to a group of students.

# Subject-time allocation

- Time **prescribed**: This concerns certain work-oriented training paths at the secondary level.
- Time **allocated**: This corresponds, for example, to the 18 hours of attendance (out of 25) by Elementary Cycle One students devoted to the language of instruction, Mathematics and Physical Education and Health.
- Time **not allocated**: This corresponds, for example, to the 7 hours of attendance (out of 25) by Elementary Cycle One students devoted to other subjects in the program: Arts Education, Ethics and Religious Culture and Second Language.

# Subject-time allocation

Discussion questions to further understand the subject-time allocation:

- Which criteria make it possible for the governing board to determine whether the time allocated for instruction is sufficient to enable the students to meet the program objectives?
- How is the subject-time allocation that the school principal proposes to the governing board constructed?
- What subject allocations would best meet the students' needs?

# Extracurricular activities

- These activities are organized at lunchtime or after school, on weekends or during the summer, or on pedagogical days.
- They can be cultural, sports-oriented, social or artistic.
- The general culture courses (e.g. Spanish) are also extracurricular activities.
- These activities are directly related to the educational project. They can be offered in partnership with outside organizations (e.g. the municipality).

# Extracurricular activities

Discussion questions for planning extracurricular activities:

- What links need to be made with the students' areas of development and the educational project?
- How will these activities be funded? Is there a budget measure for this (e.g. budget measure 15028 – Extracurricular activities in secondary school)?
- How will these activities complement municipal recreational services?
- What are the best ways of meeting the students' needs and engaging them in their areas of interest?



# Terminology memory aid

**To adopt/To approve:** What is the difference?

**To adopt:** to have full power over the content of a document, including the power to modify it during a meeting.

**To approve:** to be in agreement with, with no modifications possible during the meeting. The board can vote in favour of or refuse to approve a proposal in the form it was presented.





# Quick links, for additional information

Subject-time allocation: Information sheets [14A](#), [14B](#) and [15](#) (in French only), the complementary video [Régime pédagogique et grille-matières](#) (in French only) as well as the basic regulations

Extracurricular activities: Information sheet [20](#) (in French only)

Terminology memory aid: Information sheet [4](#)

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